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ABSTRACT

The components and present status of programs for ethnic minorities at American River, Sacramento City, and Cosumnes River Colleges of the Los Rios Community College District (California) are explained in this Part I of a larger study. The programs aim to enhance minority students' opportunities to succeed in college, provide equal opportunity for them in employment, promotion, and assignment, and increase understanding and sensitivity among various ethnic groups in the college community. Programs to assist minority students involve recruitment, orientation, counseling, financial aid, curriculum, instruction, work experience, student personnel policies and practices, co-curricular activities, research, and funding. Part I discusses the programs' histories, compositions, activities, and evaluations. Programs to assist minority staff members involve recruitment and selection, certification, employment, in-service training, and fair employment practices. Policy, procedures, and positions are discussed. Community services include on- and off-campus classes and workshops, speakers, cooperative activities, public information, and community advisory committees. They are provided for the community as a whole or for a specialized segment, depending on the program. Five local colleges cooperate in the resolution of common problems such as funding and research. Part II will be on evaluation and plans for expansion; Part III, on continuing efforts to implement a sound program for ethnic minorities. (CA)

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ED053717

AN AFFIRMATIVE ACTION PROGRAM

FOR

ETHNIC MINORITIES

PART I

PRESENT PRACTICES AND PROCEDURES

OF LOS RIOS DISTRICT

JC 710 216

PRESENTED TO BOARD OF TRUSTEES

October 7, 1970

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 22 1971

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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STUDY AND EXPANSION OF THE COMPONENTS FOR AN AFFIRMATIVE ACTION PROGRAM FOR ETHNIC MINORITIES

INTRODUCTION

On July 1, 1970, the Los Rios Board approved a proposal by the superintendent that he be assigned the task of assembling whatever help was necessary to develop a long-term plan of affirmative action for ethnic minorities. This action resulted after many months of discussion, both in open board meetings and executive sessions.

Two other important factors that influenced the board decision were:

1. A request from the Board of Governors of the California Community Colleges to adopt an affirmative action program for disadvantaged students; and

2. A report from the Fair Employment Practices Commission subsequent to a request from the Los Rios Board that the Commission conduct an examination of the personnel practices of the district. This examination was carried out during the 1969-70 academic year.

As a first step in implementing the board action, a committee was formed consisting of staff members that were immediately available and could devote the time necessary to assemble Part I of the tentative plan. The committee members are Lorine Aughinbaugh, American River College; Robert Bester and Clarke Dominguez, Cosumnes River College; Elbert Kinnebrew, Sacramento City College; Vincent Merritt and Marilene Van Wagenen, District Office with Walter Coultas as acting chairman.

Certain basic assumptions were developed:

1. An affirmative action program must give assistance to all disadvantaged, regardless of race, creed, sex or color. The document being developed will refer primarily to ethnic minorities, but it is understood that the majority of the programs cited are applicable to all students having special needs.

2. A comprehensive affirmative action program with all its ramifications cannot be accomplished overnight. It calls for involvement of the total college community. As the program proceeds, priorities will develop. Realization of the goals and objectives will many times follow a sequential pattern, thus necessitating time tables. The program cannot be superimposed from above, rather it must spring from the desire of faculty, students, classified employees, administrators, and board members to improve the lot of those whose opportunity to experience success has been hampered. The primary purpose

of the project is to minimize or eliminate those factors that inhibit opportunity.

3. The plan would be directed at three specific areas:
   a. A program for minority students that enhances their opportunity to succeed in all phases of the college program.
   b. A program to ensure equal opportunity for ethnic minorities in the areas of employment, promotion and assignment: the program would include employment within the district and employment with contracted agencies outside the district.
   c. A program to increase understanding and sensitivity among members of various ethnic groups in the college community.

4. The program would be developed in four parts:
   a. An initial document, dealing objectively with the present practices and procedures of this district, to be used as a basic point of departure.
   b. Presentation of the document to the board, faculty, students, classified staff, administrators, and outside consultants for examination and discussion.
   c. Evaluation of the present program and recommendations as to expansion.
   d. Implementation of recommendations.

The initial document presenting current practices follows the outline developed and refined by the district committee.

PART I. COMPONENTS AND PRESENT STATUS

A. GOALS AND OBJECTIVES

Pending the examination and evaluation of present practices and procedures, the goals and objectives of an affirmative action program must, of necessity, be stated in general terms. Upon study by the various segments of the college community, specific goals and objectives will be established.

In general terms it is hoped that the following goals will be reached:

The establishment of an on-going program that will assure every minority student the opportunity to experience success and satisfaction as he moves toward his ultimate personal objective;

The recognition and elimination of those elements of human interaction that tend to alienate individuals and groups;

The development of procedures and practices that guarantee minority candidates equal opportunity for employment and promotion; and

The organization of a community service program that meets the expressed needs of those areas of the community calling for additional assistance.

B. SPECIAL PROGRAMS TO ASSIST MINORITY STUDENTS

American River College and Sacramento City College have had on-going programs of academic assistance for disadvantaged students since the early 60's; programs of recruitment, financial assistance, and curriculum development specifically for minority group students were developed at both of the foregoing colleges in 1968 and 1969; Cosumnes River College, to open September 1970, has made basic plans for providing opportunities for the minority group students that may become a part of their student body.

1. Recruitment

American River College*

a. College Awareness

During the spring of 1968, it became apparent that American River College was attracting fewer minority students to its campus, located in a middle-class suburban area, than was consistent with the minority students enrolled in the K through 12 schools within the service area of the college.

The highest concentration of minority families live in Del Paso Heights and Natomas Gardenland (five census tracts), located in the northwestern portion of the area served by American River College. These census tracts have the following characteristics as reported by the SAEOC in 1967 and reaffirmed by the Department of Human Resources Statistical Office, fall, 1969:

SURVEY OF MINORITY POPULATION

Population Distribution	Del Paso Heights Census Tracts #64,65,66,67	Natomas-Gardenland #70
Black	49.72%	1.00%
Mexican American	3.91%	24.62%
Other Minorities	1.11%	2.73%
Other White	45.26%	71.65%
Income (less than $4,000) per family	5,040	1,040
Illiteracy - individuals	8,100	3,600
Substandard Housing - families	4,856	1,512
Unemployment-Adult - % of labor force	12.6%	24.3%
Unemployment-Youth - % of labor force	31.5%	60.7%

*See flow chart-American River College: Appendix, page 1.

A group of twenty concerned minority students, with the assistance of two staff members and a small budget funded by the Los Rios District, began a door-to-door recruitment program in July, 1968, in the Del Paso Heights District (Census tracts #64, 65, 66 and 67). During the past three years the college awareness budget has been increased from $18,369 to $31,171 and the percent of minority students enrolled has increased from 5.4% to 9.94%. An application for additional funding under the California Extended Opportunities Programs and Services Project was made to increase the local recruiting budget by an additional $40,000 for 1970-71. Although the actual increase granted for recruiting was only $6,500, that, plus the funds provided by the district, will make it possible to expand recruitment of potential new black students in Del Paso Heights, to seek the return of all disadvantaged and/or minority students who have withdrawn, and to begin a formal recruitment program of Mexican American students in the Natomas-Gardenland area (Census tract #70).

(1) A house to house survey has been made in Del Paso Heights each semester where a large percentage of the potential black students live. During the summer of 1970, the recruiters were assigned to popular "hang-outs" for young people--hamburger stands, pool halls, public swimming pools, etc.

During the school year the college awareness program has been provided both office and waiting space in the administration building adjacent to the financial aids office. The summer awareness program has been housed in rented space in the United Christian Center in North Sacramento.

The enrollment of black students has more than tripled since 1968, and it is our goal that the expansion of the program into the Natomas-Gardenland area will double the Mexican American student enrollment in 1970.

(2) The college awareness program has established counselor aides in four high schools and five junior high schools and plans are under discussion to add one high school and one more junior high school in the fall of 1970.

b. Liaison Counselors and Faculty Speakers

(1) In addition to the counselor aides assigned to high schools in the Grant District, one of the regular American River College counselors is assigned as a liaison counselor to each feeder high school in the ARC district. These counselors meet with large and small groups of students at the high schools throughout the year, as well as work with individual students and the high school counselors to help them better understand

ARC's total educational program.

A workshop has been planned for fall, 1970 which will involve all counselors of the Grant Union High School District and the ARC counseling staff.

(2) The financial aids counselor has visited each of the high schools serving the major proportion of minority students to explain the availability of "funds for college." Many staff members representing the specialized occupational programs have also been scheduled to meet with groups of potential students interested in programs such as horticulture, drafting, and business. The counselor working with Grant High School, which has in attendance a large number of ethnic minority students, has arranged meetings between certain instructional divisions of the two schools.

c. Joint Extended Opportunities Program Assemblies

Several joint EOP assemblies were planned at local high schools so that the local colleges (Sacramento State College, Sacramento City College, American River College, and Sierra) could present their financial aids programs through registered EOP students and the EOP or financial aids staff so that each minority student might select the college which would best meet his needs and goals. Due to scheduling difficulties encountered at the high schools and lack of personnel time to coordinate the program, ARC participated in but one such effort.

d. Other

(1) Several tours of the campus for minority students were arranged during the year in cooperation with other collegiate institutions. These are reported under Section F5. Nine students from the Vista Nueva Continuation School were brought on campus by our ARC students and faculty in the spring of 1970 to visit specific areas of the vocational programs.

Arrangements were made with UCD to bring some thirty Mexican American students onto the campus for the purpose of showing the junior college opportunity to students who had an interest but not the qualifications for the university during the summer of 1970.

(2) A special recruitment brochure listing all the degree and certificate programs of the college has recently been produced. These brochures are now being used by the college awareness recruiters as well as the counseling staff to attract students from the disadvantaged areas of the community.

Summary

In 1967, the total minority population in the college was but 5.4% while the community served incorporated a minority population of over 11%. As of spring, 1970, the percentage in the day school alone had risen to 9.94%. No accurate figures are available for the evening college, but it is known that over 100 black students registered in programs offered by the college in Del Paso Heights during the year. The increase in enrollment is attributed to an effective program of recruitment.

Cosumnes River College

Detailed interviews were conducted with 16 members, off-duty and on-duty, of the staff. These interviews focused upon those programs being planned which specifically related to minority students. Also, information from the Department of Human Resources 1968 census tract survey regarding the minority population of the college feeder areas was sought and revealed the following:

SURVEY OF MINORITY POPULATION

	Delta	Glen Elder	Elk Grove*
Other White	5,600	7,800	7,688
Spanish Surnames	1,300	1,600	764
Black	300	4,100	110
Other	1,700	300	382

So that Cosumnes River College might attain an ethnic mixture within its student body, staff members met with interested parents, students and professional and social groups. Meetings for the purpose of informational exchange were held with SAEOC, the Del Paso Heights Action Center, the Elk Grove and Glen Elder Neighborhood Centers and the community resource workers for various school districts.

Staff members mailed a minimum of 100 applications, resulting from counselors' referrals, to minority students from both Norte Del Rio and Grant High Schools who might qualify for work-study grants. College personnel telephoned 22 minority students and asked them to investigate the college and its programs. Registration materials were left with the various neighborhood youth centers in the college service areas.

*Population survey, Elk Grove School District, October 1969.

At present, the college does not have students enrolled in a college awareness program; however, present funding will accommodate from 35 to 40 students. Future recruiting for this program will depend upon available funds on the district, state and federal levels. Not having a college awareness program in operation, there are, as yet, no counselor aides; but in order to plan for peer counseling assistance, counselors have visited the Mexican Youth Association of Elk Grove High School as guests to ascertain students' willingness to work in a college awareness program.

Counselors have discussed with the faculty sponsor of the Black Student Union at Burbank High School, their concern about an awareness program involving blacks at Cosumnes River College. The sponsor has volunteered to assist Cosumnes River College by speaking to the minority students in September. A program to canvass the community for potential students who normally would not attend college is being designed along with plans for liaison counselors, faculty speakers and joint EOP assemblies.

Sacramento City College*

a. College Awareness

The annual report of the combined activities of the college awareness program and Team 40 (Senate Bill 164) states the purpose and philosophy as follows:

> "The program is a student-sponsored activity coordinating the efforts of the Sacramento City College students who are acting as counselor aides, advisors, and tutors, with those of interested people of the community and educators at the college to alleviate the problem of cultural separation in the Sacramento area."

The program was formed during the spring and summer sessions of 1969 by a group of students, faculty and administrators concerned about the welfare of all minority and disadvantaged students.

The designers of the program selected as their primary objectives the recruitment and retention of students; and the procurement and distribution of financial aid to disadvantaged students of minority backgrounds. The formation of more positive and hopeful attitudes by these students may be included as an additional objective serving to guide the program as it operates today. Team 40 represents the total

*See Organization Chart, Sacramento City College: Appendix, page 2.

minority population. It is composed of 10 Asians, 10 Blacks, 10 Mexican Americans, and 10 whites. Two members from each segment were chosen to form the nucleus of the recruitment effort and became the initial "Council of Eight" (referred to as CO-8). Additional recruiters have been obtained in a similar manner according to need.

Contact with the high schools generally produced very favorable reactions. Schools contacted were located in the following areas:

Cosumnes	Natomas
Del Paso Heights	Oak Park
Delta	Southside
Glen Elder	Washington

The initial contact with approximately 400 students provided many possible candidates for Project 40. A trailer serves as a mobile unit for this activity. The unit is completely equipped with counseling materials, e.g. pamphlets, catalogs, admission forms, and extended education opportunity program materials to take out into the community areas where school dropouts and other prospective community college students may be contacted.

Four regular counselors are assigned to act in a liaison capacity. The responsibility for back-up support and the provision of supplies for the mobile unit comprise the major duty assignment for the liaison counselors.

The basic contacts with high school students are made by the staff of student counselor aides assigned to the mobile units. Contacts, not included in the scheduled area-searches, have resulted in additional recruitment. A continuing effort is being made to improve this segment of the recruitment program.

The physical surroundings and the careful selection of staff have combined to make the general atmosphere of the awareness program very conducive to the growth of intergroup activity.

(The tutorial aspect of the college awareness program has been discussed in Section B5.)

b. Oak Park School of Afro American Thought

Since the beginning of the 1969 spring semester, the School of Afro American Thought has been in operation in the Oak Park area. This center was housed in three trailer units until August, 1970. The program is now being housed in new surroundings much more conducive to the operational objectives. The new facility at 3645 4th Avenue provides completely adequate classroom and office space. The building has full air conditioning, acoustical ceilings, lathe and plaster wall

separations and parking spaces for approximately 100 cars.

In addition to courses, in Afro-oriented art, history, and psychology, the current program is being expanded to include courses in conversational Spanish and consumer education. Further plans for the broadening of the curriculum are now being made.

Continuous attempts are being made to fulfill completely the original objectives of this effort.

2. Orientation and Counseling

American River College

a. Orientation - Summer Programs

All new students who have been recruited from the target areas will be asked to participate in a two-week orientation program, prior to the beginning of their first semester. This program which carries two units of college credit is known as Psychology C - "College Discovery Program"; it has as its objectives the following: review of career programs available to students, diagnostic testing in skill areas, counseling (personal, academic, career) by staff counselor and student counselor aides, health counseling and physical examination, financial aid commitments by financial aids counselor, and registration into actual classes for semester.

Minority students who have completed one or more semesters at the college will be used as counselor aides in this program at a ratio of one aide to five new students. Many of these counselor aides will be assigned as tutor specialists, counselor aides, or financial aides and will work with the same new students during the semester as they need assistance.

b. Orientation - Regular Programs

(1) All students enrolling at American River College for the fall semester, 1970, will be invited to participate in an expanded orientation-to-college program. All minority students who did not come through Psychology C during the summer will also participate in this program.

(2) Each year the parents of all new students are invited to attend a Parents' Night early in the fall semester. Arrangements have been made to provide transportation for the parents of minority students to the Parents' Night scheduled on October 8, 1970.

c. Counseling

(1) Individual peer counseling has been provided to minority students through three programs financed by district funds. The college awareness recruiters, on-campus counselor aides and tutor specialists have been trained through Psychology 41, a course titled "Interviewing, Counseling and Tutoring", to work with their peers. They are able to anticipate many of the minority students' concerns, give them assistance in selecting courses and instructors, and help them to become involved in campus activities.

(2) The college awareness counselor, the financial aids counselor, and several of the regular counselors meet with small groups of minority students to work out personal problems or to plan programs of assistance.

(3) In the regular counseling program, all seventeen counselors work with students of minority background.

The ARC health center works closely with the counseling center to provide medical counseling and services to minority students. During spring semester, 1970, the health center was able to arrange for free medical examinations for students recruited through the college awareness program.

Cosumnes River College

Orientation and Counseling - Regular Progams

To encourage and involve minority students in participating in special programs, registration packets contained special information regarding: college awareness and tutoring programs, recruitment of college students, counselor aid, and car pool formation.

Sacramento City College

a. Orientation and Counseling - College Awareness Program

This program includes a variety of orientation activities for its participants. These include lectures, tours, and the distribution of handbooks and other printed materials. Group discussions are also held periodically in order to provide an opportunity for new students to express their concerns.

The major effort in the area of orientation has generally centered around the counseling staff during a series of summer programs. These are:

- Group Counseling. There are two counselors working in the area of group counseling. They each see 12 students in the morning and 12 students in the afternoon.

- Drop-in Counseling. The counselors alternate from drop-in to group counseling. The drop-in counselor has interviews with all returning and transfer students, and is also available for continuing students. None of these interviews is on an appointment basis.

During orientation and counseling interviews, careful attention is given to minority students. They are selected for individual counseling sessions and care is taken to make certain they have everything carefully explained concerning financial aid: loans and grants, work-study jobs, and book loans. It is strongly emphasized that this financial aid service should not be looked upon as charity. Students are urged to avail themselves of the college awareness program. High school transcripts are de-emphasized. Students, however, are encouraged to talk about their transcripts, but not to consider them as obstacles or negative factors held against them.

b. Orientation and Counseling - College Bound Program

Two courses for the beginning student have been offered. The first, Introduction to College or Psychology 80, designed to:

(1) Determine the student's abilities and interests by means of surveys, check lists and tests.
(2) Investigate the educational and vocational opportunities which are both realistic and available to the students.
(3) Provide the student with the opportunity to make decisions and plans regarding his education and vocation.

The second, Basic Study Skills or Psychology 81, is designed to:

(1) Review and introduce through appropriate exercises such study skills as note taking, outlining, text reading, study scheduling, writing, and taking exams.

(2) Survey the resources for study such as the library, tutoring center, and resource center.

The methods for accomplishing the above include:

(1) Individual testing of ability and interest.
(2) Discussion, lecture, and demonstrations with practical application to improve study habits and skills.
(3) Campus tours with comprehensive explanation of different career programs offered at Sacramento City College.
(4) Individual counseling.
(5) Informal discussion with faculty and staff.
(6) Field trips to explore vocational and educational opportunities in the Sacramento area.

Comments from participants and instructors have shown that a representative number of minority students have found this effort extremely helpful in building confidence necessary for the task ahead.

In addition to the foregoing program descriptions, numerous counseling efforts have been made through both group and individual counseling activity that should be included in the total effort of supportive services to minorities.

3. Financial Aid

American River College

A financial aids counselor and two assistants have made use of the following sources for helping students financially. The Los Rios District has provided matching funds whenever required.

a. Federal College Work Study Program

Of 149 students assisted, 33 or 22.14% were minority. The average student worked from 10 to 15 hours a week, earning $1.45 per hour for jobs performed on campus (off-campus rate, $1.60). Although most of these students were placed in jobs on campus; off-campus contracts were approved with the Sacramento Christian Center, the Sacramento County Superintendent's office, and the State Department of Corrections.

b. Grants-in-Aid

Grants-in-Aid	Total Students	Minority Students	% of Total
Educational Opportunity Grants - Federal	58	29	50
Nursing Student Grants - Federal	7	1	14.28
California Opportunity Grants - State (dispersal agency)	21	(No information)	
Work Incentive Program - State (dispersal agency)	22	(No information)	
State aid programs such as COG ($27,500) and WIN funds ($2,645) have been approved for disbursement through the college financial aids office			

c. Scholarships 95 19 20

Student Association Scholarships (15)
(24 for 1970-71)
Martin Luther King Scholarships (10)
Faculty Association Scholarships (2)
Miscellaneous local scholarships (69)
Nursing Student Scholarships - Federal (9)

d. Part-time Employment

The financial aids office also handles part-time student placement. Exclusive of the college work-study placements reported in Item 1 of this section, 897 students were helped to locate employment during the year. The ethnic breakdown was as follows:

Other White	778	90.8%
Black	43)	
Mexican American	11)	9.2% of 856 identified students
Oriental & Others	22)	
American Indian	2)	
Not identified	41	(telephone referrals, etc.)

e. Regular Student Help

No records are available at present giving either the total number of students nor their ethnic breakdown.

f. Loans

	Total	Minority	%
Federally Insured* Student Loans	400	20*	5*
National Defense Student Loans	61	22	36.06
Nursing Student Loans	7	1	14.28
Book Loans and Emergency Loans	154	(Record not kept)	

*A tally was maintained on students referred to banks for Federally Insured Student Loans, but records were not kept on the ethnic origin of the students referred. It is known, however, that 20 minority students who were also receiving other financial aid were granted Federally Insured Student Loans. It is assumed therefore, that the 5% figure is low.

g. Focus Students

Two Focus students have been supported during the year through the assistance of the financial aids office and the Black Student Union.

One Focus student received a scholarship to a four-year school through the effort of the financial aids counselor.

h. Other

For the school year 1970-71, federal funding for direct aid has been reduced. Educational Opportunity Grants will total $25,400 and college work-study funds will amount to $32,735; also NDEA Nursing Grants for $3,204 and NDEA Nursing Scholarships of $2,304 will be available. Additional funds have been obtained through the Alquist 164 program which will add $50,000 to the direct aid program.

The Vocational Education application filed for 1970-71 also carried a request for $8,250 to be used for special grants for tools and equipment for the disadvantaged and physically handicapped electing an occupational curriculum.

In February, 1970, a summary sheet of financial aids at American River College was prepared by the financial aids office for distribution through the liaison counselors to the high schools, through the college awareness recruiters, and to inquiring students.

Cosumnes River College

a. Federal Work Study

A financial aids program at the college is in the planning stage. The college has applied for and received work study monies in the amount of $30,000 as well as $5,800 for Educational Opportunity Grants.

b. Scholarships

College staff members have written to two national organizations for scholarships for minority students: the National Achievement Scholarship Program for Outstanding Negro Students and the National Scholarship Service and Funds for Negro Students. The staff is investigating community resources for sponsors of minority scholarships.

c. Part-time Employment - Regular Student Help

Letters have been mailed to 300 south area employers emphasizing the very special need that students, including those from minority ethnic groups, have for employment.

d. Loans

If NDESL application is approved, an additional sum of $10,300 would be available for needy students. Community agencies have been and will continue to be contacted regarding financial gifts to and for ethnic minority students.

Sacramento City College

Students needing financial assistance at Sacramento City College may apply for student employment, loans, grants or scholarships. These are administered by the financial aids counselor. Student expenses are generally covered by one of the above means if the qualifications defined by the financial aids office for each of these areas are met.

The Student Aid and Awards Committee maintains a complete list of available scholarships and interested students are directed to place their request with the chairman of this committee. Educational Opportunity Grants and other aids are offered in compliance with requirements set by the sponsoring institutions.

A listing of all areas of financial assistance (with the district providing matching funds as needed) and the percentage of minorities involved includes:

a. Federal Work Study Program

No. of Students:		403	Total Amount: $136,725
% by Race:	White	22%	
	Black	49%	
	Mexican American	13%	
	Asian	16%	

b. Student Help Program

No. of Students:		369	Total Amount: $ 46,765
% by Race:	White	63%	
	Black	7%	
	Mexican American	6%	
	Asian	22%	

c. Oak Park

No. of Students:		22	Total Amount: $ 13,989
% by Race:	Black	100%	

d. College Awareness

No. of Students:		57	Total Amount: $ 19,803
% by Race:	White	25%	
	Black	17%	
	Mexican American	45%	
	Asian	11%	

e. Federally Insured Student Loans (FISL)

Applications:	371	Requests:	$312,307.47
Accepted:	196	Awards:	$141,942.75

f. NDEA Loans

No. of Students:		65	Total Amount: $ 28,800
% by Race:	White	36%	
	Black	52%	
	Mexican American	11%	
	American Indian	1%	

g. Educational Opportunity Grants (Matching Source - NDEA Loans)

No. of Students:		39	Total Amount: $ 8,700
% by Race:	White	25%	
	Black	60%	
	Mexican American	11%	
	American Indian	4%	

h. Educational Opportunity Grants (Matching Source - Work Study)

No. of Students:		86	Total Amount: $ 16,050
% by Race:	White	18%	
	Black	44%	
	Mexican American	17%	
	Asian	20%	
	American Indian	1%	

i. Scholarships

No. of Students:		57	Total Amount: $ 7,260
% by Race:	White	63%	(Administered by college)
	Black	12%	
	Mexican American	2%	
	Asian	23%	

j. Bookstore Book Grants

No. of Students:		64	Total Amount: $ 2,230.29
% by Race:	White	46%	
	Black	34%	
	Mexican American	30%	

k. Student Association Loan Fund

No. of Students:		113	Total Amount: $ 4,965
% by Race:	White	43%	
	Black	35%	
	Mexican American	22%	
	Asian	1%	

l. Student Association Book Grant Fund

No. of Students:		106	Total Amount: $ 3,971.05
% by Race:	White	37%	
	Black	44%	
	Mexican American	17%	
	Asian	1%	

m. Student Association Grant in Aid Fund

No. of Students:		20	Total Amount: $ 1,441
% by Race:	White	40%	
	Black	55%	
	Mexican American	5%	

n. Part Time Employment

No. of Applications: 1,656 Number Placed: 975

4. Curriculum

American River College

An awareness of the need for special programs and services for disadvantaged and/or minority students at American River College has been reflected in many ways since the summer of 1968. Some of the programs have been accomplished through volunteer services of staff and students, and some have been funded through local or federal agencies. The involvement of many of the minority students in the "planning for change" has made it possible to anticipate and meet their needs in a spirit of cooperation and good will.

a. Remedial and Developmental Programs

American River College has always provided both remedial and developmental courses along with the traditional college transfer courses so that student could begin wherever his own skills indicated he had a reasonable chance for success. A number of the students who have been recently recruited from the ethnic minority groups have been able to enter successfully the traditional college transfer courses; however, many students have found it desirable to enroll in developmental and remedial courses at the outset of their college careers. As enrollments have greatly expanded in the last few years the instructional divisions of American River College have introduced several new courses to meet special needs particulary in the areas of English and mathematics. The following are some of the remedial and developmental courses which are now being offered (descriptions are available in the college catalog, 1970-71):

English A - Basic Writing Skills
English B - Basic Reading Skills
English C - Remedial Spelling
English 52 - Developmental Reading
Mathematics R - Review of Elementary Algebra and Geometry
Mathematics W - Arithmetic (New 1970-71)
Mathematics X - Pre-Algebra Mathematics

The record indicates that a great number of students after gaining confidence through experiences in these classes have succeeded in completing a college transfer program or a two-year vocational curriculum.

Funds were sought through Special Services for the Disadvantaged (HEW) to develop instructional techniques and materials which would provide flexibility for individual pacing and growth. Although these funds have not been approved, several faculty members are continuing to consider means by which students will be able to set their own pace and receive credit for what they actually accomplish (English A and Math W are examples of this development).

b. Ethnic Studies Program

As more students from ethnic minority groups have come to American River College and in order to attract additional such students, the college has adopted a number of courses to provide the ethnic minority student with the opportunity to learn more about himself and his culture. These courses have not only given the minority student the opportunity to gain identity, but have allowed all students to gain an appreciation for the role and culture of minorities in America. These courses have been designed in such a way that in many cases they satisfy graduation and state requirements and are frequently acceptable at four-year colleges for transfer credit. The curriculum committee has been very flexible and receptive in approving these courses, and at this date all proposals coming before the committee in the area of ethnic courses have been approved.

The following courses were adopted during the period from 1968 to 1970. The figures in parentheses after each course title indicate the number of students enrolled in these courses during the 1969-70 school year (course descriptions are available in the college catalog for 1970-71):

History 16 - Survey of United States History (317)
Anthropoly 13 - Cultures in Focus: People of the Third World (71)
Philosophy 40 - Philosophy of Freedom, Self and Society (39)
Sociology 3 - The Problems of Minorities in America (119)
Sociology 14 - Introduction to Social Services (90)
English 44 - Literature by Black Americans (89)
English 45 - American Ethnic Folklore (28)
Psychology A - Dynamics of Personal Achievement (189)
Psychology C - College Discovery Program (70)
Psychology 40 - Interpersonal Relations (68)
Psychology 41 - Interviewing, Counseling and Tutoring (64)
Psychology 55 - The Psychology of Career Selection (new course 1970-71)
Interdisciplinary A - Career Exploration (new course 1970-71)

This course has been developed as the American River College contribution to the Nor Cal Phase III project. It is an attempt to see if students predicted to withdrawal (93 chances out of 100) can be helped to develop an interest in a vocational goal and thus continue with their education until the goal is achieved.

Each of the 13 ethnic courses listed has been articulated for credit with both the University of California and the state colleges so that students registering in these courses could be given information regarding their transferability.

ARTICULATION OF ETHNIC STUDIES

University of California	Courses	No. of campuses accepting
Admission Credit	6	all
Breadth Credit (Specific field)	5	1 to 5
Breadth Credit (Elective)	1	1
Major Credit - (Specific field)	5	1 to 5
Major Credit - (Elective)	1	1
No credit	7	all
State Colleges		
Admission Credit	9	all
General Breadth (if certified)	6	all
No credit	4	all

c. Career-ladder Degree Programs

To provide the minority student with the opportunity to enter and then continue training in a vocation, a greater emphasis within the last two years has been placed upon career-ladder programs. These programs provide the student with opportunities to learn fundamental skills and experiences which will enable him to move quickly into gainful employment, and to advance on-the-job to higher responsibilities as he gains experience and at the same time continues course work at a senior college. Certificate and degree programs have been adopted by American River College in the following areas:

Child Care Center Assistant
Fashion Careers
Food Service Management
Human Services
Inhalation Therapy
Library Technician
Medical Assistant
Recreation Leadership
Retail Food Market Management

In addition to the above programs that incorporate the career-ladder concept, American River College offers thirty-five other degree programs in vocational education as well as the lower division requirements to meet all university and state college majors. Attractive brochures explaining each of the programs and outlining the required and elective courses have been prepared for distribution to potential students.

d. Apprenticeship Program

American River College has been involved in apprenticeship education since before the formation of the Los Rios Community College District. In the 1969-70 school year, the college

offered instruction in seven apprenticeable trades for 175 apprentices in the fall semester and 171 apprentices in the spring semester.

APPRENTICESHIP PROGRAMS AT AMERICAN RIVER COLLEGE

Fall Semester		Spring Semester	
Trade	Total No. of Students	Trade	Total No. of Students
Auto Body (MDTA)	29	Machine Shop	15
Meatcutting	24	Meatcutting	28
Operating Engineer	18	Operating Engineer	20
Sheet Metal	54	Sheet Metal	79
Structural Iron	34	Structural Iron	29
Truck Mechanic (MDTA)	16		
Total	175	Total	171

(1) Ethnic Survey of Apprentices

In the fall semester, 1969, the Board of Governors, California Community Colleges, requested all community colleges to make a survey of the ethnic composition of students in apprenticeship classes. Of the 175 apprentices enrolled on September 10, 149 completed a survey card. Twelve of the 149, or 8 percent, classified themselves as members of minority ethnic groups. All of the minority ethnic members resided in Sacramento County where 115 of the total of 149 apprentices lived. Thus, a little more than 10 percent of those enrolled from Sacramento County were members of ethnic minorities.

ETHNIC COMPOSITION OF APPRENTICES ENROLLED AT AMERICAN RIVER COLLEGE

Ethnic Group	Number
Other White	137
Black	3
Spanish Surname or Mexican American	6
Oriental	2
American Indian	1
Other	0
Total	149

(2) Joint Apprenticeship Committees

Each JAC (Joint Apprenticeship Committee) is composed of an equal number of representatives from labor and management. The state is represented by the Division of Apprenticeship Standards and American River College is represented by the assistant dean of vocational education. Each JAC establishes standards for its related program including the number of class hours that must be completed at the college each year.

(3) Finding Employment

Prospective apprentices may find leads to employment by contacting employers, unions, or the Youth Opportunity Center. Most apprentices are indentured to their local JAC. The local JAC approves the employers who are to hire apprentices and keeps records of each student's program.

(4) Enrolling in Apprenticeship Classes at American River College

Apprenticeship classes at American River College are open to the public. By law, apprentices cannot be charged a fee; other students classified as adults pay $10 to take the course.

e. Bibliographies on Ethnic Minorities

During 1969-70, the American River College library staff developed a series of five special bibliographies to help students and faculty keep abreast of new materials related to fields of current interest. Three of the five were titled:

Afro-American
American Indian
Mexican American

Cosumnes River College

a. Developmental and Remedial Studies Program

The developmental and remedial programs at Cosumnes River College are designed for every student needing instruction in the basic skills. Remedial and development courses (which give special attention to ethnic minority students) include (descriptions available in the college catalog):

English 70 - Laboratory in Basic Reading Skills
English 71 - Laboratory in Developmental Reading
Mathematics X - Pre-algebra Mathematics

b. Ethnic Studies Program

The ethnic studies program, designed as a result of the ethnic minority requests, encompasses the following:

Social Science 42 - The Mexican American in the United States
Social Science 44 - Asian Experience in America
Social Science 58 - Contemporary American History and Issues
Sociology 5 - The Problems of Minorities in America
History 14-15 - History of the United States: Afro American Emphasis

Not one of these courses limits enrollment by having prerequisites.

c. Library Acquisitions in Support of the Ethnic Studies Program

At the present time, the Cosumnes River College library has 78 books on the American Indian, 129 Chicano books, 261 Black heritage books, and 63 Asian books. This collection will continue to build as funds become available for additional purchases.

Sacramento City College

a. Ethnic Studies Program

Sacramento City College offers a very comprehensive ethnic studies program. The program had its beginning in the spring of 1968 when a committee composed of students, faculty and administration developed the first ethnic studies course. This course, Social Science 40, Black Man in America, was first taught in the fall of 1968. A nine-man instructor team was used and 144 students were enrolled. In the spring of 1969, the instruction team was reduced to three members and the course was offered to 145 students.

During the 1968-69 college year, curriculum development moved very rapidly and resulted in the addition of twelve new courses in the areas of art, English, history, social science and political science. The statistical presentation immediately following provides a full appraisal of the status of the ethnic studies program during the 1969-70 college year.

ETHNIC STUDIES PROGRAM

Course	Description	Enrollment Fall '69	Enrollment Spring '70
Art 5	Art of the Americas	52	52
Art 7-8	Survey of African Art & Survey of Afro-American Art	49	23
English 40	Afro-American Literature	39	47
History 8-9	History of the Americas	88	81
History 10	History of Mexico	43	55
History 14-15	Afro-American History	94	121
History 19	Asian Civilization	41	54
Psychology 35	Psychological Aspects of Afro-American Experience	38	
Soc. Sci. 40	Black Man in America	100	53
Soc. Sci. 41	Afro-American Social and Political Thought		70
Soc. Sci. 42	Mexican American in the U.S.	44	42
Soc. Sci. 44	Asian Experience in America	33	53
	Total	621	651

Sociology 5 (Problems of Minorities), Psychology 36 (Psychology of Asian Americans), Cantonese, and Japanese were added during the 1969-70 college year and will be offered in the fall of 1970. The expansion of History 19 (Asian Civilization) to a one-year course also occurred during the 1969-70 college year.

In the ethnic studies program, class composition ranges from 50% to 60% students having an ethnic minority background. In every class, Caucasian students enroll and participate.

The fact that a student may receive the A.A. degree in the area of ethnic studies compares very favorably with other similar institutions throughout the state. Exploration is now being conducted in other areas of related subject matter, e.g., anthropology, music, etc., as possible curriculum additions.

b. Developmental Studies Program

The English 60 series (Review of Fundamentals), and English 71 (Developmental Reading), are designed to prepare students for attempting the English X-1A sequence (first year reading and composition). Skills needed for reading and writing are stressed in these courses. Many disadvantaged students, including many minority representatives, have found these courses extremely valuable as a means of preparing for English X-1A.

In conjunction with the English 60 series, the English Department maintains a tutorial writing laboratory for

individualized instruction conducted by student tutors who have successfully completed the 60 series.

English 70 (Basic Reading Skills), and English 85 (English as a Second Language), should also be included as remedial courses available to those having special needs. The English as a Second Language course will be expanded in 1970-71 to E.S.L. 1, 2, 3, 4, 7, and 8.

Mathematics 50 (Arithmetic Programmed Instruction), offers students needing remedial assistance in math an opportunity to reinforce their skills in this area. A laboratory is supervised by members of the mathematics faculty and serviced by work-study students. These paid tutors assist students needing help ranging from arithmetic to calculus.

The reading laboratory is also operational and based on a tutorial plan similar to the above description of math lab procedures.

The present audio-visual center has served as an improvised multi-media center. Tapes, teaching machines, television, tape recorders, etc. are made available to students. These facilities will be moved to the new learning center complex when it becomes operational this fall.

c. Career - Ladder Degree Programs

Many minority students have taken advantage of opportunities offered by four programs related to career development.

A course preparing nursery school assistants involves a part-time work assignment in day care centers and nursery schools. Many of these students move on to Sacramento State College and teacher training programs.

In cooperation with Sacramento City Schools, Sacramento City College is offering pre-service and in-service training programs for teacher and counselor aides. These aides are employed by the city schools and enroll in courses at Sacramento City College to meet their needs as they move up the career ladder. Credit for on-the-job experience is given through the work experience program.

A library technical assistant program, offered day and evening, provides theory courses for those already working as assistants in community or Sacramento City College libraries. Many minority students participate in this program.

The three-semester vocational nursing program enrolls many minority group students and includes students participating concurrently in the W.I.N. program (welfare agency-supported education).

5. Instruction

American River College

a. Tutorial Program

Early in the fall semester, 1969, a formal tutorial program was launched to provide assistance to all students, but particularly to those students recruited through the college awareness program who needed more help with their studies. A black student from the college awareness structure was employed as a supervisor in 1969-70 to help organize paid, as well as volunteer, tutors. Where qualified minority students were available in subject matter areas, they were used as tutors.

A portion of the budget available for tutoring services was allocated for a teacher aides program. A number of teacher aides were assigned to respective divisions and were used to work directly with instructors in the classroom to help students grasp the subject matter being covered. Teacher aides were very successfully used in remedial English and reading, mathematics, and science laboratory classes.

The district funds used for tutoring in 1969-70 have been augmented for 1970-71 by an appropriation of $13,500 through the California Extended Opportunity Programs and Services Project (Alquist #164), and by an increase from $1031 in 1968-69 to $1790 for 1970-71 from the district. A full-time credentialed supervisor will be employed to supervise and expand the program during the coming year.

b. New Instructional Techniques and Methods

A number of new approaches have been introduced during the last two years at American River College to facilitate the learning process in the classes where many minority students are enrolled. The following are examples of some of these new instructional techniques:

(1) A two-room reading laboratory has been established with the latest hardware and a variety of materials presenting all levels of difficulty in reading skills. Under the guidance of reading-specialist instructors, the student is enabled and encouraged to move at his own pace through the levels of material to attain his greatest proficiency.

(2) In English A, Basic Writing Skills, which is a developmental course stressing the writing of sentences, it has been found that the fundamental concepts of the course can best be presented to a large lecture class with a heavy use of audio-visual materials. The instructors have developed a large number of transparencies (for overhead projection) depicting the instructional points

which are made in the lecture sections.

The students work in smaller laboratory sections with the instructor, assisted by graduate students from Sacramento State who are doing this work as part of their English course work. These graduate students are in-class tutors for the students enrolled in English A. This overall program has worked very successfully. With the use of these tutor assistants a more personal relationship has been possible between instructor and student.

Sacramento City College

Tutorial Program

The Sacramento City College tutorial program, launched late in the spring, 1968, served as a very valuable aid to students seeking this service. During the first 36 weeks of operation, the tutorial center kept 920 appointments with an overall weekly average of 27. 1,090 hours were donated by volunteer tutors and 7,200 hours by paid staff during this period.

The program has been funded by the district during the regular school year. A limited operation is in effect during the summer although funding does not extend through this session.

Currently, the student desirous of aid may obtain help on a one-to-one basis with a flexible schedule allowing most students to select a time suitable to their immediate needs.

A highly diversified tutorial staff, including both student and faculty volunteers, has contributed greatly to the success of this program. A wide range of subjects is included, covering the vocational-technical as well as the transfer-oriented courses.

6. Work Experience

American River College

Established Programs 1969-70	Total Enrollment	Minority Enrollment
Business 73 (Business & Construction Management)	62	2*
Horticulture 60 (Horticulture Occupational Training)	51	4
Psychology 41 and 44 (Human Services)	66	25
Art 65 (Interior Design)	5	1
Library 56 (Library Technical Assistant)	14	No information
Home Economics 45B (Nursery School)	26	1
Recreation 43 (Recreation Leadership)	75	15
	299	48 (16.05 per cent)

*Information not complete.

New Programs - 1970-71

The following programs have been added in order to provide additional career programs for disadvantaged and minority students:

Home Economics 75 (Fashion Merchandising)
Food Service Management 60 (Food Service Management)
Inhalation Therapy 60 (Inhalation Therapy)
Medical Assistant 60 (Medical Assistant)

Cosumnes River College

The college offers two work experience programs: general and vocational. Details for these have yet to be worked out.

Sacramento City College

The work experience program at Sacramento City College was developed to offer students college credits for on-the-job experience relating directly or indirectly to their career choice. The student involved in part-time work off or on campus is supervised by a college representative. The job situation is coordinated with the employer to insure that both the employer and student are completely aware of all aspects of the program. The work experience program has not actively recruited students. Word-of-mouth or counselor direction has provided the maximum number of students for the program.

Of the 1969-70 class of 88 students, the ethnic ratio of members included: 19 Asian, 4 Black, and 2 Mexican American.

7. District-wide Student Personnel Policies and Practices

a. All students who complete their applications for admission prior to the deadline date are admitted to colleges of the district. A former policy had placed students on probation at the time of admission if they had less than a 2.0 grade point average from high school or were non-high school graduates. If the student did not earn a 2.0 GPA during his first semester, he was dismissed. These students are now admitted as "special students" and are permitted to continue for a second semester even though they do not achieve a 2.0 GPA the first semester. In fact, upon the recommendation of a counselor and evidence that the student has been making some progress toward his stated goal, he may continue into the third semester without earning a 2.0 GPA. This enables the minority student to continue in college until he can begin to develop a sense of personal worth and achieve academic success.

b. Although the ACT test was only one of the criteria used by the counselor to determine a student's best initial placement in a subject area, when it became apparent that its cost and its standardization might discriminate against students from minority ethnic backgrounds, the requirement for the test was changed to recommended. Any student who desires to take the test may request that he be given the test at college expense if he cannot afford the testing fee.

c. Several grading policy changes have been adopted during 1969-70 which should also make it easier for the student with limited academic experience to protect his GPA and thus continue in college longer:

A student who earns a D or F grade may repeat the course and be credited with the last grade earned when computing the GPA.

A student may continue through the 16th week of an 18-week semester before withdrawing from the course without penalty.

A student may elect to receive credit or no credit in a course. Although he will lose units if he receives no credit, his GPA will not be affected.

Formerly, an incomplete grade became an F if the student was unable to complete the course requirements within a time period. The new policy automatically converts the E to a W (withdrawal).

d. A housing list is maintained for students in the student activities office. It has been the policy of the colleges to accept no listing unless the person offering the rental agrees that it shall be available to any student at the college regardless of ethnic background.

8. Co-curricular Activities

American River College

a. Athletics

Each year, the American River College coaches visit all of the feeder high schools from which they do athletic recruitment and talk personally with promising athletes about attending ARC and participating in its inter-collegiate sports program. During the past couple of years the coaches have found that the minority students have been able to receive more financial assistance if they elect to attend a state college or university with an EOP program than if they enter a community college.

The 1969-70 teams included minority students as listed:

Water Polo - 2 of 16
Intramural - Championship Team flag football - 3 of 8
Cross Country - 1 of 12
Track Team - 2 of 27
Swimming Team - 1 of 18
Baseball - 3 of 21
Basketball - 2 of 14
Football - 4 of 66

b. Student Association

The Student Association has recognized the special needs of minority students in several ways during the past year:

It funded 10 Martin Luther King Scholarships and
Co-sponsored with the Black Student Union the Cultural Awareness Week, April 27 to May 1 and the Black Culture Week, May 25 to May 28.

During the fall semester two minority students held student body offices: one was director of academic affairs and another was sophomore president. The president of the student association elected for fall, 1970 is a minority student.

c. Clubs

The Black Student Union is the only official club on campus which is exclusively for minority students. Several attempts were made to organize the Chicano or Mayan students, but without success.

d. Cultural Activities

The events scheduled during the 1969-70 year of special interest to ethnic minority students and staff included:

October 7	Ric Mastin - Singer, poet-philosopher
November 19	Dexter McBride - "Does Anyone Care About Individual Grievances?"
December 6	Black Student Union Fashion Show
December 9	Ed Pope - Black Student Union sponsored
December 15	Voices of Faith - Spirituals
March 4	Miss Kahn Tineta Horn - "Problems, Mysteries, History and Future Hopes of the First People of This Continent"
March 9	Albert V. Baez - "Is Science Responsible for the Mess We're In?"
April 27	Girls and Guys Glee Club and Dance Band from Grant High School
April 28	Ruth Barrios - Chicano Children's Art Exhibition
April 28	Phillippine, Mexican and African Folk Dancing
April 29	Jose Montoya - "Art and the Chicano Movement"
April 30	Julia Au - Chinese Handwriting Demonstration
April 30	Frank Nimura - "Japanese Tales and Literature of Tule Lake Relocation Center"
May 1	Alvin J. Johnson - "Multicultural Studies and Human Relations"
May 20	Jesse O. Thomas - "Education of the Black America - 1890 to Present"
May 25	Black Poetry Readings; Fashion Show Stage Band with Cannonball Adderly
May 26	Nathan Hare - "Rights of the Black Man" Stage Band with Freddy Hubbard and Grant Stage Band
May 27	Black Art Display; Willie Brown - Panel Discussion
May 27-29	Black Plays
May 28	Ishmael Reed - "Anthology on Black Writers"

e. Campus Committees

The Student Association appointed minority members to the following administrative committees:

Curriculum - fall semester	1 Black student
President's Advisory Committee	2 Black students
Advisory Committee to President on Program for the Disadvantaged	2 Black students and 1 Mexican American student

Recognition has been given by administration, faculty and students to the desirability of having total campus representation on all campus-wide committees.

f. Facilities Space

In spite of very limited facilities space on campus because of heavy student enrollment, the following spaces were set aside to accommodate programs assisting minority students: area in Davies Hall for office for student tutoring supervisor; Room D107 in Davies Hall for a tutoring center; 3 office spaces for the college awareness program in the Administration Building.

Cosumnes River College

The athletic programs, clubs, student association, cultural activities campus committees and facility space at the college have yet to be developed. No organizations or activities will be superimposed on the student body. Each student will be encouraged to organize, develop and participate in areas best suited to his particular needs and tastes.

Sacramento City College

a. Athletics

Athletic involvement at Sacramento City College has kept pace with the national trend as it relates to the providing of opportunity for minority participants.

While the four-year institutions have enjoyed the privilege of more lucrative recruitment practices, Sacramento City College has involved a very representative number of minority students in the over-all athletic program.

b. Student Association

The Student Association, in addition to welcoming the participation of minority students, has taken a further step in that it has spelled out in the revision of its constitutional guidelines, its position of actively seeking more minority involvement in student government.

c. Clubs

A variety of clubs ranging from general interest to religious orientation operate on campus at Sacramento City College. The BSU (Black Student Union), ASIAN (Asian Students Initiating Action Now), and MAYA (Mexican American Youth Association), discussed in the college awareness section of this report, are the only clubs that limit their membership to specific ethnic composition.

d. Facilities Space

The college awareness facilities are located in the Library Building complex. The atmosphere provided by this complex is ideally suited to intergroup activity.

A careful selection of staff representing the ethnic diversity of the program has created an atmosphere of equal involvement of all ethnic groups.

e. Cultural Activities

The following presentations during 1969-70, by lecturers and performers provided students and the community with a varied program of cultural and academic events:

Alfred Frankenstein, Art Critic for the San Francisco Chronicle
Peter Dickinson, Editor of Punch Magazine
Donald Warden of the National Science Foundation
Les Williams, "The Black Man and the Development of Jazz"
James Bostain, U.S. Department of State
Ron Brown, Lecturer on the Black Movement - Cobbs and Greer Associate
Dr. Vincent Parker, visiting Scientist
The Rev. Lester Kinsolving, Lecturer
Dr. Joel Fort, Lecturer on Drug Abuse
Theordore Elliot, U.S. Department of State
Dr. Gibson Reeves, visiting Scientist
Phillip deFremery, Classical Guitarist
Chief D. Eagle, Souix Indian Chief
Dr. Paul Popenoe, Lecturer on Family Living
Dr. Martin Luther King, Sr., Lecturer
Theatre Flamenco
Folklorico Chorus
Mariachi Band
New England Conservatory Chorus
Shakespeare in the Park

9. Research

American River College

a. Follow-up studies are conducted yearly on all graduates. To date, the information collected has not been tabulated by the student's ethnic background. It was noted, however, that of the randomly selected 125 former ARC students interviewed at Sacramento State College in May, 1969, eleven of these students were either Black or Mexican American, or 8.8%.

b. The Nor Cal Studies Project

American River College has been a participating member of the twenty-one college study on first semester attrition, known as the Nor Cal Project, for three years. This study has shown that the black male student is the most likely to leave before the end of the first semester of college. Although ARC has one of the lowest total attrition rates in the study (4.24%), the college will, as its part of the third phase of the study, try to find ways to improve the motivation of the students predicted to withdraw.

c. Characteristics of Minority Students in College Awareness Program

(1) Although records have not been maintained on all minority students, the 100 minority students recruited through the college awareness program elected majors as follows:

Transfer Majors	Full-Time	Part-Time	Total
General - UC, State Colleges	7 15	 2	7 17
Social and Behavioral Sciences State Colleges	19		19
Home Economics - State	2		2
Business - State	4		4
Art - State	2	—	2
Total	49	2	51
Vocational Technical Majors			
Business	16	1	17
Data Processing	2		2
Mechanics	5	1	6
Recreation	5		5
Electronics	3	1	4
Home Economics & Art	1	1	2
General	—	2	2
Total	32	6	38
General Education & Undeclared	8	3	11
Grand Total	89	11	100

(2) The 100 college awareness students were enrolled in the following courses during the year:

Developmental and Remedial Courses	Fall	Spring
English A	26(1W)*	10
English B	22	3
English C	8	2(1W)
English X	12	15
English 52	21	8
Mathematics A	5(1W)	3
Mathematics B	5	
Mathematics R	1	
Mathematics X	1	4
Psychology A	11	
Psychology C	47	
Engineering A	1	
Ethnic Courses		
Anthropology 13	7	10
English 44	4	5
English 45		3
History 16	29	16
Philosophy 40	1	
Sociology 3	1	3
Sociology 14	4	2
Psychology 40	1	2
Psychology 41	3	11

(3) A study of the GPA's of the 100 college awareness students registered 1969-70 revealed:

GPA RANGE FOR UNITS COMPLETED

Units Completed	Sex	0-.9	1.0-1.9	2.0-2.9	3.0-3.9	Withdrew During Semester	
0-15	M	2	3	5	2	1	
	F	4	3	7	2		
16-29	M	3	6	10	3	1	
	F		9	14	4		
30 +	M		4	6			
	F		3	8			
		9	28	50	11	2	
Totals	M						46
	F						54
							100

*W - Withdrew

A study of the GPA's of the 100 college awareness students by major indicated:

GPA RANGE BY PROGRAM

Units Completed	Program	0-.9	1.0-1.9	2.0-2.9	3.0-3.9	Withdrew During Semester	
0-15	4 yr	1	1	5	4	1	
	2 yr	2	5	6			
16-29	4 yr		7	12	5		
	2 yr	3	8	11	2	1	
30 +	4 yr		4	11			
	2 yr		3	3			
		6	28	48	11	2	
Totals	4 yr						51
	2 yr						44
							95
	Undeclared						5
							100

c. Day Minority Enrollment

A study of the spring of 1970 day minority enrollment at ARC:

Students			% of Total Enrollment
Black students			
New and returning	198		
Continuing	149		
Total		347	5.15
Mexican American (or Spanish surname)			
New and returning	145		
Continuing	109		
Total		254	3.74
Oriental			
New and returning	38		
Continuing	28		
Total		66	1.04
Other (including 6 American Indians)			
New and returning	41		
Continuing	30		
Total		71	1.12
Total Minority		738	9.94

Sacramento City College

a. Minority Students in College Awareness Program

Statistics available for the forty students participating in the college awareness program represent, generally, the academic progress of minority students. As no other such statistics are available in this area, these are being reviewed. The areas selected for comparison with the "normal" student were: attendance, course changing, completion of semester with passing grades, selection of goals, and students' evaluation of self. Lengthy interviews with the program's administrator has revealed that in all categories, the total group has exceeded by a 10% margin, the predictions for overall success. A composition of the data involving the forty students, their midterm grades, final grades and grade point averages reveals an overall GPA of 1.84 and a span of individual grade point averages ranging from .00 to 3.38.

Enthusiastic preparations are now underway for an expansion of the program to 150 students for fall, 1970. This phase has appropriately been labeled, "Project 150."

b. The Nor Cal Studies Project, Phase III

Sacramento City College began preparation for the third or experimental phase of the Nor Cal project in the spring of 1970. The Nor Cal questionnaire was given randomly to graduating seniors in six Sacramento area high schools that send the majority of students to Sacramento City College. These students had declared an intention to attend City College. The central group was formed from the students described above.

A second, or experimental group, was comprised of students recently graduated from Sacramento high schools who enrolled in the college bound program in June of this year. (The College Bound Program is discussed fully in the orientation segment of this report.) The College Bound Program was further supplemented by field trips to local industry, and personal, educational counseling.

The two groups will be compared at the end of the fall semester, 1970 in terms of attrition based upon drop-out prediction data and the treatment effect. The study will be finalized and reported in February, 1971.

c. Distribution of Minority Students

(Sacramento City College named an assistant dean of research in the summer of 1970. He will be making studies in this area and others during the 1970-71 academic year.)

10. Funding

American River College

a. An application for $94,165 was filed on November 10, 1969 with the California Community Colleges for an Extended Opportunity Programs and Services Project. This request was not approved.

b. An application was developed, approved and filed for funding with the California Community Colleges for an Extended Opportunity Programs and Services Project which asked for a total of $118,176 to be used for recruitment and tutorial services for the disadvantaged ($40,121) and for direct aid to needy students ($78,055). The amount approved for funding was $70,000.

The objectives of this program are:

(1) To recruit 30 students of Mexican American parents who live in the Natomas Gardenland Census Tract No. 70 who did not intend to continue their formal education for fall, 1970 and 8 for spring, 1971.

(2) To increase the number of black students who did not intend to continue their formal education who were recruited and enrolled in the fall of 1969 from 88 to 100 from the Del Paso Heights and North Highlands areas for fall, 1970 and 10 for spring, 1971.

(3) To increase the voluntary attendance in the Psychology C summer orientation program offered especially for these recruited students from 55 in summer of 1969 to 125 students in summer of 1971.

(4) To increase the number of counselor aides placed in feeder schools from 3 high schools in 1969-70 to 5 high schools and 5 junior high schools in 1970-71.

(5) To retain 80% of those recruited for fall semester, 1970-71 and 65% of those continuing through the spring semester of 1971 and reenrolling for fall, 1971, through programs of increased counseling and tutorial services.

(6) To increase by .5 the average GPA for all disadvantaged freshmen students who enter the tutorial program.

(7) To increase from 48 in fall of 1969 to 150 for fall of 1971, the adults attending American River College sponsored classes in the Del Paso Heights area.

(8) To enroll 24 adults in a class in English as a Second Language in the Natomas Gardenland area by spring semester, 1971.

(9) To increase the financial aids program so that the number of economically disadvantaged students given assistance can be raised from 263 in 1969-70 to 350 in 1970-71.

(10) To increase the number of disadvantaged students in the vocational work experience program from 12 in 1969-70 to 28 in 1970-71. To increase the number of disadvantaged students in the general work experience program from 192 in 1969-70 to 280 in 1970-71.

c. An application was developed, approved and filed for funding with the Commissioner of Education for support through the Special Services for Disadvantaged Students (Title IV-A) to increase vocational counseling services to the disadvantaged and physically handicapped students and to develop behavioral objectives and course content to match those objectives in several basic skill courses. It should be possible for the academically disadvantaged students who enroll to experience greater success with this assistance.

This application was not funded under Special Services, but will be rewritten and filed under Title III, Developing Institutions, early in the fall of 1970.

Cosumnes River College

The college has an application on file for $10,000 under Senate Bill 164 for EOP funding for direct financial aid, tutorial assistance and transportation monies for disadvantaged students. The Mexican American Association and minority councils will continue to be contacted for local funding, to be earmarked for minority loans and college scholarships. Certificated and classified staff members of the college have agreed to contribute to a fund for minority students needing financial aid.

Sacramento City College

a. An application for $80,000 was filed in November, 1969 with the California Community Colleges for an Extended Opportunity Programs and Services Project. The project was approved for $41,351.

b. A subsequent application requesting $303,000 was developed and filed with the California Community Colleges for an expansion of the 1969-70 Extended Opportunity Programs and Services Project. Approval for $100,006 of the requested amount has been received.

The major objective of the current project is the identification, recruitment and retention of 200 black, brown, yellow and white students who would not otherwise attend college in September, 1970. Since low income and high unemployment neighborhoods have not statistically matched the enrollment figures of middle class neighborhoods, Sacramento City College will work toward fulfilling the following goals:

(1) To establish a clear and direct line of communication among 20 teachers, 500 students and 1,000 parents in order to:

Assure students' success in college by destroying misconceptions about college through the dissemination of accurate information to all potential students and their parents in the greater Sacramento area.

Encourage students to remain in high school and prepare themselves to take advantage of higher education.

Facilitate college attendance by acquainting potential students with employment opportunities both on and off campus to defray expenses, as well as inform them about scholarships, grants, and aids.

Insure that the community is made aware of the many education opportunities available beyond the high school level.

(2) To increase the enrollment by 10% of disadvantaged students at Sacramento City College to the level of ethnic balance that is representative of the immediate community.

(3) To develop and expand the eleven multi-cultural courses that help students that are seeking more information about their culture and the contributions of their ancestors.

(4) To continue efforts to increase student involvement by 200 students in the development of courses, meaningful projects of recruitment and retention and the educational growth that accrues for students in guiding, directing and working through people-to-people projects.

C. PROGRAMS TO ASSIST MINORITY STAFF MEMBERS

1. Recruitment and Selection

a. Recruitment - Certificated

The Board of Trustees has, since the inception of the district, clearly established the policy of complete compliance with Title VI of the Civil Rights Act of 1964 in the recruitment, selection and in-service training of certificated and classified staff members. The board reaffirmed its stand on nondiscrimination on May 17, 1967, January 17, 1968 and November 19, 1969.

The policy as stated in the handbook of Certificated Policies and Procedures reads:

> Board Policy #5110 - Nondiscrimination Policy
>
> The Los Rios Junior College District shall comply completely with Title VI of the Civil Rights Act of 1964. It is against the policy of the district to discriminate against, or exclude from participation in any benefits or activities either on the staff or in the student body, any person on grounds of race, color, religion, sex or national origin.

A similar board policy of compliance with Title VI has been enuciated in the Handbook of Classified Policies and Procedures.

On January 7, 1970, the following motion was unanimously passed by the board of trustees:

> The superintendent is hereby instructed in filling job classifications within the district, whether they be certificated, classified or administrative, that positive and affirmative measures be taken to make known to, to attract and to seek out qualified and available applicants from minority races before any such job openings are filled, and that any such person who becomes an applicant for the job be given the same opportunity based upon his qualifications for the position as any other person and that absolutely no discrimination of any character whatsoever be accorded the fact that such person represents a minority race.

Certificated Recruitment Procedures

Board policy encourages open and democratic procedures during each phase of the certificated recruitment-selection process.

Board Policy #5120 - Recruitment

> Every reasonable effort shall be made to encourage well-qualified personnel to apply for open positions in the district. The faculty is encouraged to participate with division chairman and administrative personnel at both the college and district levels in recruitment of superior instructors for the teaching staff. Faculty recommendations may be solicited concerning the kinds of subject matter specialists needed to strengthen the various divisions and, when appropriate, divisional representation may be sought in the selection of candidates.

In order to attract certificated minority group applicants to Los Rios District, a concerted effort has been made at all levels to inform potential prospects of the opportunities available at the various campuses:

(1) Announcements have been sent to 34 colleges having heavy minority group population.

(2) Whenever possible, minority group members interested in making application for employment have been identified so that they could be directed to the campuses for interviews.

(3) Personal contacts by the personnel director have been made with high schools having substantial numbers of minority group teachers.

(4) Current minority group members have notified friends of open positions in the district and have referred them to the personnel office for interview.

(5) Assistance is given to non-credentialed minority group applicants in an effort to obtain the necessary teaching certificates for them.

b. Recruitment - Classified

Board policy requires that information about classified position openings be widely disseminated locally.

Board Policy #6120 - Information on Open Positions

Announcements of open positions in Los Rios District will be sent to each district location for posting in appropriate places. Notification of openings will also be sent to other public educational and placement agencies in the district.

Classified Recruitment Procedures

In an effort to recruit minority group applicants for classified positions several steps are consistently followed:

(1) Job opportunity bulletins are prepared and distributed to the Department of Employment, seven adult education centers, seven neighborhood councils, four minority action groups, and individuals having minority group contacts. The job opportunity bulletins describe the open position in the district and the procedure for making an application. Job specifications for the positions being advertised are included.

(2) The personnel assistant maintains personal contact with individuals in several neighborhood councils and interviews all minority group applicants whenever they come to the personnel office whether open positions are presently available or not.

(3) Minority group employees assist in the recruitment process by referring their friends to district personnel.

(4) A special list is maintained for minority group applicants. This list is continuously up-dated. As positions open, applicants in the specific occupational area are notified individually and encouraged to apply for the position.

(5) Minority group applicants are not screened out through the use of intelligence and/or aptitude tests. The personnel office administers skill tests only, specifically in the areas of typing and shorthand. The data processing center tests applicants for key punch and computer operator positions.

c. Selection Procedures - Certificated

Instructors, Librarians, and Counselors

(1) Applications are cross-filed by teaching major and preferences for specific subjects are listed. An affirmative action file is utilized in processing applications.

(2) All applications are processed through the personnel office and preliminary interviews are conducted whenever possible to facilitate the evaluation process.

(3) Upon notification of actual position openings, the personnel office forwards to the requesting college copies of the applications (and confidential files) of all those individuals who meet the basic requirements* for the open position.

(4) Applications and confidential files are reviewed by college personnel including the dean of instruction, division chairman, and instructors for the specific discipline.

(5) Applicants are interviewed by the division chairman, several faculty members, and the dean of instruction. The candidate selected is interviewed by the college president.

(6) The president recommends the candidate to the board of trustees for appointment.

(7) The personnel office assists each new appointee to complete necessary details for obtaining credentials and having them properly registered.

d. Selection of Administrators

Until December, 1969, the Los Rios District had operated essentially on the policy of "promotion from within" for filling administrative posts. Since there were a very limited number of minority group representatives among the faculty members, few, if any, minority group persons showed an interest in or qualified for administrative opportunities when they occurred. In an effort to open the door for administrative positions to persons of minority groups, a policy of open recruitment-selection was recommended by the superintendent and adopted by the board.

Excerpts from Board Policy #5135 - Selection of Campus and Central Office Administrators

The board of trustees believes that it is in the interest of the youth served to have a cross section of the academic community represented on the administrative staff. Procedures shall encourage and result in the implementation of this principle. All appointments will meet

*(Basic requirements: Major or minor in specific subject matter area under consideration and possession of or ability to qualify for appropriate teaching credential.)

requirements of Title VI of the Civil Rights Act of 1964 and the regulations of the Fair Employment Practices Commission.

It shall be the policy of the board of trustees in the selection, appointment, transfer, promotion and demotion of certificated personnel to accomplish the following objectives:

To achieve an ethnic balance of the certificated staff of the district or any of its administrative units (the total district staff, instructional and administrative) which approximates that of the student population of the district;

To provide minority students with employees of their own race whom they can recognize as examples of occupational achievement;

To give majority pupils an opportunity to be instructed by and relate to members of minority races in order to alleviate racial isolation; and

To guarantee to minority candidates equal opportunity for employment, promotion and demotion.

All administrative vacancies in the district will be open to all applicants and will not be confined to personnel within the district.

Procedures for Selection of On-Campus Administrators (other than President)

The process for the selection of administrators includes the following steps:

(1) The personnel office advertises, both in-and-out-district, all administrative positions.

(2) A committee evaluates applicants on the basis of education and experience prior to the oral interview. (Procedures have been established for the composition and selection of members for on-campus and district-level committees.)

(3) After evaluating (including the personal interview) each applicant, the committee compiles a list of qualified and acceptable candidates.

(4) The list of candidates is forwarded to the faculty senate for review. The senate may delete, but not add, names to the list.

(5) The list approved by the committee and the faculty senate is presented to the college president who makes his selection and submits the name of the candidate to the superintendent for recommendation to the board of trustees. Final appointment of the candidate requires favorable board action.

(6) If no recommendation is forthcoming, the vacant position is again publicized and the process repeated.

Should applicants or others feel that district policy has not been followed in the selection of an administrator, a provision has been made for review of the proceedings:

Excerpt from Board Policy #5135

In all cases where questions arise regarding the compliance with or deviation from the established procedure, the district personnel policies committee will serve as the adjudicator, whose decision shall be final. The district personnel policies committee is composed of two faculty members approved by the faculty senate from each existing campus, the president of each existing campus and the district director of personnel.

e. Selection of Classified Employees

Board policy for the selection of classified employees leaves the door open for out-district applicants, as well as in-district, for all positions including promotional ones:

Board Policy #6135 - Selection of Candidate

The final selection of a person to fill the open position shall be made by the appropriate administrative officer in cooperation with the supervisor(s) in the area of the job opening from among the qualified candidates recommended by the district personnel division.

District employees will be given first consideration whenever they apply for promotional positions. They will have an initial interview at district personnel and an employment interview at the location having an open position. All candidates will be selected on the basis of the specific needs of the campus or district division, individual qualifications, capabilities and personal suitability of the candidate, and in the best interests and needs of the district. The superintendent will recommend to the board for appointment that candidate, whether within or

without the district, whose education, experience, accomplishment and personal qualifications clearly equip him to fulfill the demands of the position.

Selection Procedures for Classified Employees

Concern for the minority applicant is shown throughout the selection procedures:

(1) All individuals who respond to in-district and out-district job announcements are interviewed. Because of the number of announcements sent regularly to minority group associations, there are usually several interested, qualified minority group applicants for each opening. Lists of minority group applicants who have already been interviewed are constantly reviewed and individuals are contacted personally to ascertain their interest in specific job openings.

(2) From among qualified* applicants, five are generally selected for an on-campus interview. Minority group applicants are included for every set of campus interviews for which they are available.

(3) The dean of administration and the immediate supervisor(s) of the operating unit where the vacancy exists are responsible for interviewing the applicants referred by the personnel office.

(4) Applicants are rated by campus interviewers and a reference check is made for those receiving the highest ratings.

(5) The candidate selected by the campus is recommended to the board of trustees for appointment.

*(Qualified refers to reasonable evidence of the possession of skills needed and/or requisite experience and education as outlined in the job specifications.)

2. Employment

a. Status of Minority Hiring and Placement - Certificated

Prior to the formation of Los Rios District (July 1, 1965), there were seven minority group members on the combined certificated staffs of American River College and Sacramento City College. The appointment of additional minority group members has resulted in changes as follows:

Period	Total No. of Employees	No. of Minority Employees	Percentage of Minority Employees
July, 1965 - June, 1966	427	12	2.8
July, 1966 - June, 1967	493	12	2.4
July, 1967 - June, 1968	516	13	2.5
July, 1968 - June, 1969	561	19	3.4
July, 1969 - June, 1970	627	33	5.3
As of September, 1970	696	51	7.3

The number of minority group representatives on each campus has shown numerical gains, particularly over the past two years.

NO. OF MINORITY MEMBERS ON CERTIFICATED STAFF

Period	American River College	Cosumnes River College	Sacramento City College
Prior to July, '69	3		16
July, '69 - June, '70	4	3 (transfers) from SCC	4
July 1, '70 - Sept. 1, '70	5	7	9
Total	12	10	29

PERCENTAGE OF MINORITY MEMBERS ON CERTIFICATED STAFF

College	Total Staff (Certificated)	Minority Members	Percent of Total
American River College	323	12	3.7
Cosumnes River College	74	10	13.5
Sacramento City College	290	29	10.0
District Office	9	0	
Total	696	51	7.3

NUMBER AND PERCENTAGE OF CERTIFICATED
EMPLOYEES BY ETHNIC GROUP

Ethnic Group	No. of Employees	Percent of Total
Black	23	3.3
Mexican American	14	2.0
Oriental American	13	2.0
Indian, Hawaiian, other	1	
Other White	645	93.7

The board of trustees has enunciated a goal of "an ethnic balance of the certificated staff of the district or any of its administrative units which approximates that of the student population of the district." The most recent figures available emphasize the need for additional minority group members at both the faculty and administrative level.

ETHNIC COMPOSITION OF CERTIFICATED STAFF COMPARED
TO ETHNIC COMPOSITION OF STUDENT BODY

American River College*

	Students		Faculty	
	Number	% of Total	Number	% of Total
Black	347	4.67)	6	1.9)
Mexican American	254	3.42)Total	3	.9)Total
Oriental American	66	.90)Minority	2	.6)Minority
Indian, Hawaiian, other	71	.95)9.94	1	.3)3.7
Other White	6,686	90.06	311	96.3
Total	7,424	100.00	323	100.0

Sacramento City College*

	Students		Faculty	
	Number	% of Total	Number	% of Total
Black	562	7.05)	11	3.8)
Mexican American	554	6.95)Total	8	2.8)Total
Oriental American	926	11.61)Minority	10	3.4)Minority
Indian, Hawaiian, other	209	2.62)28.23		)10.0
Other White (Including foreign and "no answer")	5,723	71.77	261	90.0
Total	7,974	100.00	290	100.0

*Figures for student ethnic composition were taken from: Application for Extended Opportunity Program and Services Project, Exhibit D, spring, 1970, ARC; Project 200, Exhibit D, spring, 1970, SCC.

b. Status of Minority Hiring and Placement - Classified

Over the past two years, substantial gains have been made in the employment of minority group representatives in the classified area. At the time the district was formed, there were six minority group members who were classified employees working at American River College and Sacramento City College. Additions to the staff have brought about the following changes:

MINORITY GROUP REPRESENTATIVES
IN CLASSIFIED SERVICES

Period	Total No. of Employees	No. of Minority Employees	Percentage of Minority Employees
July, 1965 - June, 1966	259	6	2.31
July, 1966 - June, 1967	296	8	2.72
July, 1967 - June, 1968	337	13	3.85
July, 1968 - June, 1969	366	34	9.29
July, 1969 - June, 1970	416	46	11.05
July, 1970 - Sept. 1, 1970	461	69	14.97

The number of minority group representatives at each district location has shown substantial gains during the past two years.

NO. OF MINORITY GROUP MEMBERS
ON CLASSIFIED STAFF BY LOCATION

Period	ARC	CRC	SCC	DO
Prior to July, 1969	9	3(Transfers	10	5
July, 1969 - June, 1970	4	3 from SCC)	11	3
July, 1970 - Sept. 1, 1970	4	8	7	2
	17	14	28	10

PERCENTAGE OF MINORITY GROUP MEMBERS
ON CLASSIFIED STAFF

College	Total Staff (Classified)	Minority Members	Percent of Total
American River College	153	17	11.1
Cosumnes River College	44	14	31.8
Sacramento City College	165	28	17.0
District Office/Central Maintenance	99	10	10.0
Total Classified (Sept. 1, 1970)	461	69	14.9

NUMBER AND PERCENTAGE OF CLASSIFIED
EMPLOYEES BY ETHNIC GROUP

Ethnic Group	No. of Employees	Percent of Total
Black	31	6.73
Mexican American	24	5.21
Oriental American	13	2.82
Indian, Hawaiian, other	1	.21
Other White	392	85.03
Total Classified	461	100.00

ETHNIC COMPOSITION OF CLASSIFIED STAFF
COMPARED TO ETHNIC COMPOSITION OF STUDENT BODY

American River College*

Ethnic Group	Students Number	Students % of Total		Classified Employees Number	Classified Employees % of Total	
Black	347	4.67)		9	5.88)	
Mexican American	254	3.42)Total		6	3.92)Total	
Oriental American	66	.90)Minority		1	.66)Minority	
Indian, Hawaiian, other	71	.95)9.94		1	.66)11.1	
Other White	6,686	90.06		136	88.88	
Total	7,424	100.00		153	100.00	

Sacramento City College*

Ethnic Group	Students Number	Students % of Total		Classified Employees Number	Classified Employees % of Total	
Black	562	7.05)		12	7.27)	
Mexican American	554	6.95)Total		11	6.67)Total	
Oriental American	926	11.61)Minority		5	3.03)Minority	
Indian, Hawaiian, other	209	2.62)28.23			)16.97	
Other White	5,723	71.77		137	83.03	
Total	7,974	100.00		165	100.00	

*See note, page 51.

c. Review of Job Specifications - Certificated

In December, 1969, policy covering the preparation of job specifications for certificated positions was adopted by the governing board:

Excerpt from Board Policy #5135

> Job specifications will be jointly established for each position on existing campuses by the president or his representative and the faculty senate, and jointly by the superintendent or his representative and the district senate council for central office positions. These job specifications will include minimum educational requirements, professional training in the administrative area for which application is made, valid and successful experiences in the position for which application is made, and college teaching experience in the case of instructional administrative positions.

The above policy has been implemented at the campus level for each administrative position since the adoption date. (There have been no open administrative positions at the district level during this period.)

d. Review of Job Specifications - Classified

Job specifications for all classified positions are reviewed and updated annually. Books of specifications are sent to all supervisors, the campus libraries, classified associations, and to others upon request. In July, each classified employee receives a copy of his job specification along with his salary statement for the coming year. All out-district announcements of positions are accompanied by job specifications for the positions being advertised.

In 1968, a committee of three minority group representatives reviewed classified job specifications and suggested changes for removing any "qualifications" which they felt carried racial bias. The committee members included:

Mr. Ralph Johnson, Black, Chief, Veterans Services, Governor's Office
Judge Mamoru Sakuma, Japanese American, Judge, Superior Court
Mr. Apolinar Aguilar, Mexican American, Personnel Analyst, California State Employees Association.

Job specifications were revised in line with the suggested changes. During the past several months, job specifications have again been under review by campus and district office supervisors and administrators. Revisions have been made in numerous job specifications in an effort to enable capable people from all ethnic backgrounds to "qualify" more readily for entry-level and promotional positions.

e. On-going Review of Qualifications of Minority Employees - Certificated

The on-going review of qualifications of minority group employees applying for positions has not been a structured process especially designed to encourage them toward realization of occupational goals. There have been recently, however, some very hopeful signs that the white majority wishes to share the responsibility and leadership role which comes with "administrative-type" positions. During the past year, for example, a black instructor was elected by her peers and approved by the college president to chair the mathematics and engineering division at American River College. A black instructor has served as chairman of the art department at Sacramento City College for the past several years. A black instructor was elected by his fellow members to be president of the Los Rios Teachers Association for 1969-70. Minority group persons are being selected to fill administrative positions: during the year 1969-70, a Spanish American counselor was selected for the position of Associate Dean, Student Personnel Services at Sacramento City College; for 1970-71, a black counselor at Sacramento City College was appointed to the assistant dean's position for special programs at Cosumnes River College. An out-of-district black candidate was chosen for the assistant dean's position, responsible for research and development, at Sacramento City College.

f. On-going Review of Qualifications of Minority Employees - Classified

A few minority group members were filling positions in the classified service above the entry-level at the time the district was formed:

Japanese American - Secretary IV
Japanese American - Personnel Technician
Mexican American - District Buildings Maintenance Supervisor
Mexican American - Maintenance Man
Mexican American - Pool Custodian

During the last two years more promotional opportunities have gone to minority group persons than formerly. There are probably several reasons for this, some obvious, such as, (1) with more minority group persons entering the system, more are available for promotional consideration; some subtle, such

as, (2) the climate may be more inducive now than formerly, with minority group persons feeling that they, too, "have a chance" at promotional opportunities. Although there has been no systematic effort (other than the annual performance appraisal given all classified employees) to review the qualifications of minority employees with the idea of encouraging them to seek and compete for positions with greater responsibility and more pay, the fact remains that additional members of minority persons are being promoted annually. The following are examples of this upward movement:

Mexican American - Division Clerk to Secretary II
Mexican American - Clerk II to Division Secretary
Japanese American - Clerk II to Secretary I
Black - 1/2 custodian - 1/2 Special Officer to full-time Special Officer
Mexican American - Custodian to Groundsman
Black - Custodian to Groundsman
Mexican American - Temp. Clerk II to Division Secretary
Black - Temp. Clerk II to Division Secretary
Japanese American - Library Clerk I to Library Clerk III
Chinese American - Library Clerk I to Library Clerk II

Recently more minority group candidates have been "hired in" above the entry level position than has been the case in former years. There can be little question that this is the direct result of seeking out minority group applicants on the part of the personnel staff and openness to the idea of minority employment on the part of the administrators and supervisors responsible for filling positions in their operating units. A direct effort has been made on the part of the personnel staff to include minority persons in every group of applicants being sent to the campus or district offices for qualifications review. Recent appointments attest to the "new thrust":

Black - Secretary I
Black - Secretary II
Black - Purchasing Clerk, Bookstore
Black - Computer Operator I
Black - Buyer
Japanese American - Secretary I
Black - Personnel Clerk I (LTS)
Mexican American - Special Officer
Black - 1/2 Special Officer - 1/2 Custodian
Black - Assistant Financial Aids Officer

All district employees have access to information on job openings, both entry level and promotional. The classified Policy and Procedure Manual states on the first page that "District employees are encouraged to qualify for job opportunities of a promotional nature and to apply for specific job openings when they occur." The procedure is extremely simple:

(1) The employee must call the district personnel office informing a staff member that he wishes to apply for a specific job opening.

(2) If verification of skills is necessary, (i.e., typing shorthand), the employee makes an appointment to take a test.

(3) The personnel office schedules the interested employees for campus interviews with the appropriate administrators and supervisors.

(4) The personnel office forwards all pertinent information such as the employee's application, verification of skills, and most recent performance evaluation to the campus.

In only a few isolated cases has the personnel office encouraged minority employees to try for promotional opportunities. Members of the personnel staff have assumed, perhaps erroneously, that all employees including minority group persons will apply for positions in which they are specifically interested. The personnel staff has tried to maintain, in the eyes of all employees, the position of interested, unbiased, but helpful assistant. Possibly some other posture is more appropriate at the present time.

Minority employees, like all other classified employees, have their job performance evaluated annually (oftener if they are probationary employees). Each employee has an interview with his immediate supervisor and/or the dean of administration regarding his strengths and weaknesses as an employee in his present job. A copy of his rating sheet becomes a part of his permanent file at the district personnel office. These evaluation forms serve as a recommendation whenever the employee is interviewed for promotional positions anywhere in the district.

g. Procedures for Reclassification of Employees on the Job - Classified

The procedure for reclassification of positions is one which essentially affects classified employees, not certificated. Although the process is rather laborious, it can be outlined in the following major steps:

(1) Recognition of change in the responsibility level, duties required, supervision needed, etc., in a specific position or in a class of positions.

(2) Preparation of documents to support the request for a study of change as it has affected or will affect a particular position or positions.

(3) Review and study of the classification problems as outlined by the campus operating unit and/or the personnel office by appropriate committees.

(4) Committee consideration of alternatives and concensus regarding proposals to be made to the superintendent and his staff.

(5) Presentation of final recommendations to the board of trustees for approval.

The reclassification of positions affects the incumbent regardless of his ethnic background and usually results in an up-grading of the position with an attendant increase in status and pay. Reclassifications, recently approved by the board, included the following minority group persons:

Japanese American - Data Processing Machines Operator to Computer Operator II
Mexican American - Division Clerk to Division Secretary
Black - Division Clerk to Division Secretary

h. Retention

(1) Certificated

The retention of minority group instructors by the district has been almost 100%. The seven minority instructors who were members of the faculty at the time the district was formed as well as 23 of the 25 minority instructors who have since joined the staff (not including certificated employees hired for the year 1970-71) continue to provide instructional services to the students of Los Rios District. Of the two that chose to terminate their services with the district, one resigned to accept a position at Washington State University in the field of physical education; the other, to continue his educational work toward a doctor's degree at an eastern college.

(2) Classified

The turnover rate for minority classified employees has been similar to that for majority employees. In 1968-69, the rate for minority employees was 13% compared to 12.3% for majority employees. In 1969-70 the rate for minority employees dropped to 10.9%. The minority employees who have terminated their services with the district gave the same kinds of reasons for doing so that majority employees give: health, better job, husband transferred, full-time college enrollment, maternity and child care.

3. In-Service Training: Attitudes and Sensitivity

The board of trustees has recognized the need for formalized in-service training and on November 19, 1969 set policy for the district as follows:

> Excerpt from Board Policy #5110
>
> The governing board recognizes the need for both certificated and classified employees to understand the history, culture, and current problems of students of diverse ethnic backgrounds. The district will cooperate fully with the State Department of Education in the development of courses and workshops designed to meet the requirements of the legislation on teacher preparation in ethnic studies.

To emphasize the board's posture favoring elimination of racism within Los Rios District, the following motion was unanimously adopted on July 5, 1970:

> Believing that a fundamental principle of our democratic society is equal treatment for all persons and that racism in whatever form is a deterrent to that principle, the board of trustees directs the superintendent to take all necessary steps in the college community to bring about the recognition and elimination of racism in whatever form it may be found.

a. District-wide In-service Training Programs

(1) Workshop - Minority Problems in Los Rios District

In September 6, 1969, board members, students, administrators, division chairman, representatives from faculty senates and staff participated in a workshop on Minority Problems in Los Rios District under the leadership of Dr. Marie Felder, Sociologist, University of California, Berkeley.

The goals of the workshop could best be described as being twofold: Identification of problems at all levels, i.e. campus, district and board of trustees and possible solutions to identified problems.

The methods used to achieve the goals included the use of outside resource persons, large-group discussion, and small-group working sessions. Many general, as well as specific, problems were identified. While there were few recommendations for possible solutions to general problems, there were many solutions offered to specific problems.

Under the stimulus of this encounter, a more thorough examination of problems pertinent to individual campuses was conducted at both American River College and Sacramento City College. American River College students and staff met with their counterparts at Sacramento City College for a follow-up meeting. As an outgrowth of these discussions, it was decided that American River College and Sacramento City College would have steering committees to advise and work with administrators in developing a program of positive action in the areas of minority-majority relationships. Invitations were extended to the faculty senates, student associations, Black Student Union, and similar student groups to submit names of prospective members for the steering committee on the two campuses.

American River College

The first meeting of the campus steering committee (renamed, president's advisory committee) was held November 4, 1969. Four of the official members represented the minority viewpoint. The committee met throughout the year to alert the president and his staff to trouble-areas that needed administrative attention.

Sacramento City College

The bulk of the responsibility for implementation of the solutions recommended during the workshop was placed with the individual campuses. Some follow-up sessions were held at Sacramento City College; however, not all who had participated in the workshop were involved in the follow-up sessions. There is little evidence to indicate widespread implementation of solutions to campus problems.

(2) Session on Racism - Conducted by FEPC Consultant

On February 4, 1970, members of the board and the district-wide administrative staff attended an in-service training session conducted by Mr. David Barclay, Consultant, Division of Fair Employment Practices. A film developed by the Pacific Telephone Company titled, Myths of Racism, was presented. Each viewer had an opportunity to complete a questionnaire which examined the individual's attitude toward widely accepted misinformation. Correct responses and rationale for each were discussed giving each participant an opportunity to examine his current attitudes and opinions about racial myths.

At a follow-up session with representatives from each campus and the district office, David Barclay presented issues and problems that usually arise in the employment

of minorities. Mr. Barclay recommended that administrators and faculty members consider approaches to problem-solving and that these approaches include sensitivity training and group-encounter techniques. It was decided at the meeting that each college administrative staff should formulate a proposal for on-campus action.

b. Individual Campus Programs

American River College

In February, 1970, an Advisory Committee to the President on Programs for the Disadvantaged was established. The membership of twelve included five representatives from various minority ethnic groups. At a subsequent meeting, a "rap session" between minority members and others on the committee discussed acts which could be interpreted as discriminatory or racist. As a result of the interchange of ideas, committee members felt that they had gained genuine insight into some of the problems of racism. Plans were made to offer opportunities for similar "rap sessions" with various campus groups.

In the fall of 1968, Peralta College circulated a faculty questionnaire which endeavored to determine faculty attitudes regarding programs for disadvantaged students in community colleges. Because, at that time, the needs of disadvantaged and minority group students were similarly equated, the responses of the 44 randomly-selected ARC faculty members are cited below as indicative of their attitudinal approach to special programs:

> Disadvantaged students need remedial classes; individual tutoring and special counseling; they should receive help in obtaining part-time jobs. Such students may profit from special instructional materials and courses offered "out in the community." Special required series of courses should be offered for all students, disadvantaged or not, who ranked in the lowest decile on entrance tests.
>
> Four-year college requirements often prevent the junior college from meeting the needs of disadvantaged students; required transfer courses may have little relevance for these students.
>
> Delayed withdrawal or non-punitive grading systems should be introduced or continued. Low-scoring students should not necessarily be placed in vocational programs; they do need help in understanding the "ground rules" for college success.

> Racial differences were reflected in achievement motivation of college students, but the disadvantaged students' values were as meaningful as those of middle class students; their culture was not basically one of hopelessness and despair.
>
> Faculty respondents felt that in-service training was needed for instructors teaching specialized programs for the disadvantaged.

"Rap sessions" between representatives of minority student groups and certificated staff members have been held with the counseling division, all division chairmen, and faculty members in the behavioral science and physical education divisions. Enthusiastic support for the success of these "rap sessions" has resulted in the planning of similar sessions with other divisions this fall.

The classified association invited a black instructor of history to speak to an association meeting (June 5, 1970) on "Black History and the College Curriculum." The group reaction was a positive one; expressed opinions favored inviting more minority group speakers to subsequent meetings.

Cosumnes River College

Cosumnes River College, preparing to open in September, 1970, has held in-service training sessions for its administrators and other available certificated staff members since January of this year.

> At the first in-service session, (January 14, 1970) Dr. Henry Tyler, Secretary for the Accrediting Commission for Junior Colleges, WASC, stressed the need for educational institutions to observe fair employment practices by actually engaging in conscientious and meaningful efforts in this direction.
>
> The assistant dean, special programs, was assigned by the president (March 6, 1970) to plan an on-going training program which would sensitize administrative, certificated, and classified personnel to minority employment problems resulting from attitudinal limitations and impediments.
>
> On March 18, 1970, the administrative staff, present and future members, agreed, as a part of its in-service training program, to meet with local high school student leaders, including minority students, to determine student concerns, reactions, and points-of-view. As a result, the staff invited student

leaders from eleven local feeder high schools to an administratively hosted dinner at the Del Prado Restaurant, April 8, 1970.

With the entire administrative staff on duty as of July 1, 1970, certain staff members were commissioned by the president to develop both a tentative approach to, as well as a master plan for, in-service training. The intermediate programs for administrators were to be prepared by July 9, the master plan by September. The master plan is to include faculty, clerical personnel and administrators and must take into account changing biased opinions regarding minority persons. The resources of the research offices were to be tapped as needed for this project. The comprehensive plan is to be applied by the time the entire working staff of the college community is actively employed.

As of August 10, the following sessions of the intermediate phase of in-service training for administrators had been held:

July 23: The assistant dean, special programs conducted an in-service training sensitivity session with the administrative staff. Special emphasis was given to the frequent lack of awareness of minorities as individuals when personal contacts are made. The staff agreed to engage in further sensitivity experiences.

July 30: Members of the Concilio staff, members of the Chicano community and administrators met in order to give Cosumnes River staff an overview of the Chicano community and to identify some of its needs. A member of Sacramento Area Economics Opportunity Council explained the function of this agency and ways in which the staff could assist with agency programs.

July 31: The former principal of Sacramento High School shared his successes and failures in working with ethnic minority students on the high school level.

August 3: The administrative staff hosted a meeting attended by fifteen members of the Glen Elder Improvement Association. These members presented their perspective of problems affecting ethnic minorities under the program title, "What Is Happening in the Minority."

August 6: The Pacific Telephone Company hosted the administrative staff at a special in-service training program showing of its movie Black and White Up Tight.

The master plan for in-service training for the faculty and classified staff is being developed. Staff involvement will begin with the first meeting which will be held prior to the opening of the college.

c. On-the-Job Training

(1) Certificated

Each campus plans a series of orientation meetings for new faculty members. Division chairman and senior faculty members work closely with probationary instructors in an effort to assure successful performance on the part of new members.

A discussion of programs which allow minority group persons to begin as teacher aides and pursue a college education combined with a graduated series of instruction-related tasks is found in Section B 4d, Career-Ladder Degree Programs.

(2) Classified

Each operating unit assumes the responsibility for training its new employees so that they may become productive members of the team.

No formal on-the-job training programs have been developed for minority group persons which will provide "apprenticeship-type" opportunities for entry into regular employment with the district.

d. Administrative Intern Program

At present, there is no district-wide internship program. Each campus has the perogative of developing an internship program on a voluntary no-time-off, non-pay basis. At Cosumnes River College, such a plan is in the developmental stage; it will seek, in part, to provide a training opportunity so that minority and majority staff members, who wish to, may have greater upward mobility into administrative openings.

4. Study by Fair Employment Practices Commission

At the regular meeting of the board of trustees on September 3, 1969, the superintendent recommended that the Fair Employment Practices Commission be invited to review the hiring practices of the district. The board voted unanimously

to support the superintendent's recommendation. Dr. David Barclay, Supervising Consultant, FEPC, met in October, 1969 with representatives from the personnel division and at subsequent times with students, faculty members, classified staff and administrators at American River College and Sacramento City College. At the board meeting of July 1, 1970, Mr. Barclay presented to the board the "Affirmative Action Survey." (Recommendations from this survey may be found on page 3 of the appendix.)

D. CONSTRUCTION CONTRACTS

1. Equal Employment Opportunities under District Construction Contracts

At the board meeting of November 12, 1969, the director of planning and construction reported on the results of a discussion with a representative of the local Human Rights Commission, the Equal Employment Officer for HEW and the Area Coordinator for the Office of Federal Contract Compliance regarding the board's concern that building contractors working for the district comply with FEPC employment regulations. Federal representatives indicated that records should be kept which will indicate what the district does to determine the compliance of a contractor. The matter was reviewed with the architects and contractors. Present contractors have assured the district that they are complying with all requirements under the law. A daily record of the number of minority group persons on the job by trade is being kept and is available for inspection.

2. Comprehensive Contract Plans

In an effort to encourage greater minority employment in the building trades through district-let contracts, the superintendent met in July and August, 1970 with a committee consisting of representatives from the Contractors Association, labor unions and minority groups in the Sacramento area. At present, the joint committee is preparing a "hometown" plan of contract compliance which will be patterned after the Model Area-Wide Agreement prepared by the U.S. Department of Labor. (A copy of the model agreement has been reproduced in the appendix, page 6.)

3. Review of Contract Forms and Procedures for Bidding

The agreement now being developed will be submitted to the Department of Labor for approval and once approved will govern all construction in Los Rios District. The tentative plan will be reported to the board on September 16, 1970.

Concurrence will be monitored by the Department of Labor.

E. COMMUNITY SERVICES

District Office

A community service program consists of educational, cultural, and recreational services which an educational institution may offer over and beyond regularly scheduled day and evening classes. These may be provided for the community as a whole or for some segment of it. Community service classes need not conform to any course of study or graduation requirements and are non-credit. When off-campus, credit classes are requested, it is part of this office's responsibility to meet with the community groups, discuss their desires, obtain tentative sign-up sheets if possible and contact the junior college adult division which will carry out the instructional phase.

1. Off-Campus Classes and Workshops

An initial contact with Del Paso Heights adults requesting evening classes resulted in American River's offering three courses.

As a follow-up of contacts made with the Oak Park Neighborhood Council and adult groups in that area, plans are being made for adult classes in the fall semester, 1970. Sociology classes for the staff of the Glen Elder Council were referred to Sacramento City College Adult Division.

A non-credit, off-campus class for teacher aides was offered to the six elementary schools in the Grant High School Area. A and lecture series was established through the Washington High School in East Yolo for the Mexican American parents' group.

2. Speakers

In cooperation with Area III Committee on Interpersonal Relations, district community services presented Dr. Matt Jenkins, a black veterinarian and member of the Compton Junior College Board, who spoke on "The Mood of the Black Community"; during Black Students' Week, the district co-sponsored the well-known black jazz saxophonist, "Cannonball" Adderley, in the Grant High School Auditorium.

3. Cooperative Activities

Each year, the community services director assists requesting minority groups in various ways: in 1969, for example, he served on the subcommittee seeking ways to transport students from Del Paso Heights to American River College; for several years, he has worked with Mexican American communities in organizing and presenting ceremonies, festivals, and service projects.

4. Public Information

The director met with numerous PTA's and minority organizations to discuss the offerings of the junior colleges, especially for the disadvantaged.

5. Community Advisory Committees

As representative for the superintendent, the community services director serves in a liaison capacity between the district and various segments of the community; his membership on community advisory committees gives him direct contact with both minority and majority groups.

American River College

1. Off-Campus Classes and Workshops

In the fall, 1969, American River College responded to a request of leaders in Del Paso Heights to offer evening classes for adults, at one of the elementary schools. Psychology 34, Child Growth and Development was offered. Babysitting facilities were provided. Attrition rate was less than one per cent. During the spring, 1970 two courses were offered: Psychology 24, Marriage and Family Relations; and Home Economics 25, The Child, Family and the Community. Scheduled to be offered in the fall, 1970 are: Home Economics 11, Nutrition; Home Economics 45A, The Nursery School; Social Science 53, American Society. All adult fees were waived for the participants.

The long range goal for this program is to encourage many of these adult students to register for additional courses on campus. Plans are under way to organize car pools for regular classes and to make use of one of the district buses for special activities and cultural events.

2. Speakers

On-campus, cultural events co-sponsored through community services included speakers representing minority groups as follows: Black, 5; Mexican-Americans, 2; Oriental, 2; American Indian, 1; and general, 1. The names of the speakers and their topics are listed under

3. Cooperative Activities

During the year the community services office assisted the college awareness students in sponsoring a dance in April and a barbecue in July, 1970 both in Del Paso Heights. A cooperative festival between the college and Del Paso Heights

Neighborhood Center has been planned for October to encourage minority adults to visit the campus.

4. Public Information

Prior to each registration period, evening college schedules have been distributed in Del Paso Heights and Natomas Gardenland community through high schools, libraries and other community center distribution points. The community services office on campus handled the publicity for two fashion shows held on campus December 6 and May 25 by the Black Student Union.

5. Community Advisory Committee

When the college awareness program was initiated in the summer of 1968, a twelve-member advisory committee of community residents was formed. A reorganization of this committee was begun in July, 1970. Fifteen members will make up the new committee which will represent specific community groups and will include three individuals from the Natomas Gardenland area. The newly elected president will take office in the fall; the committee plans to meet on a regular monthly schedule.

Cosumnes River College

The college council of the Cosumnes River College has adopted a community service program which includes a master plan for community services.

Sacramento City College

The community services program centers around an organizational approach that includes an agency-oriented design and a cultural enrichment theme directed toward bringing a variety of activities to the college for all members of the community.

1. Off-Campus Classes and Workshops

A three unit course, Social Science 35A, was established through Sacramento City College Adult Division for 25 people in the Federation of Neighborhood Councils.

Numerous workshops, clinics, exhibits and tours covering a wide range of subject matter provided opportunities for involvement of a large number of students and community members with specific interests during the year. Among the workshops offered the following were included:

Workshops, Sacramento City College

Hotel and Restaurant Hospitality
Metropolitan Sacramento Housing
Interior Design
Afro-Dance
Environmental Design in Ecology
Advertising
Small Business Administration
Recreation for the Elderly
South American and Mexican Art
Self-Improvement for Women
Great Decisions

2. Speakers

Several notable individuals representing a cross section of issues, thoughts and ethnic background were brought to campus. (Speakers' names are listed on page 35.)

3. Cooperative Activities

Among the cultural activities, interpretive, dramatic and musical presentations staged during the year again highlighted appropriateness of planning to achieve ethnic diversity. (Examples of cultural presentations are listed on page 35.)

Forty films were shown during the year which were carefully chosen to meet the interests and needs of the total college community.

4. Public Information

In cooperation with six other campuses in the valley, the Los Rios District office helped to develop four television shows called "Campus Discovery," two TV shows entitled "Focus on Education," and one thirty-minute presentation for the California Junior College Association.

5. Community Advisory Committees

In cooperation with "Things to Do; Places to Go" committee of the Human Relations Commission, the community services office compiled, edited and printed a publication of all the recreation areas in the county. This brochure has remained useful throughout the past year although issued to the general public during the summer of 1968.

F. CONSORTIUM ACTIVITIES

Cooperation among five local colleges in the resolution of common problems particularly in the areas of funding and research has been referred to as consortium activities.

American River College

In order to improve the efforts of all local colleges to serve the minority communities better, a variety of cooperative approaches have been undertaken:

1. Sacramento State College - Community Study and Service Center

   Three members of the American River College staff worked with the Sacramento State Community Study and Service Center in the planning and development of a grant under Title I, Education Act of 1965, for a "Program for Development of a Career Ladder in Community Service."

2. Sacramento State College - EOP

   Several meetings have been held between the ARC dean of student personnel and the EOP director at Sacramento State to work out an agreement whereby ARC students who have been on direct aid can be accepted directly into the EOP program at Sacramento State. There has been a reluctance to accept EOP students from ARC on the basis that if they have been successful at ARC they should apply for regular financial aid, not EOP funds.

   The attempt to sponsor joint EOP assemblies at local high schools was reported in Section B1c.

3. Five Area Institutions of Higher Education

   American River College is participating in the consortium of all colleges in the area (University of California at Davis, Sacramento State, Sacramento City College, Sierra College and ARC) to develop an application for federal funding to establish a joint recruiting and assessment center.

4. Nor Cal Research - 21 Junior Colleges

   For over three years, twenty-one junior colleges in northern California have joined together in developing a research study to identify the students most likely to leave during the first semester. Once the students had been identified, it was hoped that programs could be developed to offset whatever factors may be leading to the withdrawal: lack of faith in

self, insufficient funds, lack of understanding of what services the college can provide, specialized instruction, lack of a goal, lack of someone interested in the individual's efforts, etc.

5. Other

   a. Two Mexican American students, one from Sacramento State and one from ARC arranged for a group of fifteen Mexican American senior high school students from Norte Del Rio to visit both campuses twice during the spring semester. At ARC, tours were arranged through all areas and departments in order to familiarize these prospective students with the campus and its personnel.

   b. Arrangements have been completed with EOP personnel at UC, Davis to bring thirty Mexican American students onto the campus during the summer of 1970 and introduce them to the opportunities available at a community college. These students are interested in continuing their education, but do not have the entrance qualifications required by the university.

Sacramento City College

1. University of California, Davis - EOP

   Cooperation between Sacramento City College, the University of California at Davis and Sacramento State College has been good, especially as concerns the EOP program. Liaison personnel have been assigned to carry on this activity during the 1970-71 college year.

2. The Nor Cal Studies

   The Northern California Cooperative Research Project on Student Attrition, or Nor Cal, was the result of a summer research institute sponsored by the California Junior College Association in 1966. At that time, a number of community college researchers received intensive training in the problem of research design and the application of computer technology to the analysis of data.

   A committee of the Nor Cal group began to define more specifically the aims of the cooperative group project. A three-phase project was agreed upon consisting of: Phase I - Description: the identification of characteristics associated with attrition during the initial period of enrollment; Phase II - Prediction: the development and validation of a predictive model of attrition, based on findings of Phase I; Phase III - Experimentation: the development and testing of experimental programs having an impact on attrition.

Sacramento City College is very much involved in Phase III of this report. Because of immediate relevancy of this study to the minority student, a discussion on this phase has been included in the research section of this report, page

G. COLLEGE AND DISTRICT COMMITTEES

Each of the colleges of the district has formed advisory committees to assist the college in the development of programs for the disadvantaged as well as advisory committees for each of the vocational curricular.

American River College

1. Advisory Committee to President on Programs for Disadvantaged

   In early January, 1970, the newly-appointed acting president of the college invited a group of representative individuals to form an advisory committee to the president on programs for disadvantaged. This group has met weekly and has established the general guidelines for a master plan for services to the disadvantaged. They have reviewed all programs in operation and have recommended the development of new programs to assist the disadvantaged and will call for periodic evaluation of all segments of adopted programs.

   The committee consists of fourteen members representing the students, faculty and those individuals on the staff who have current responsibility in the area of the disadvantaged.

   Specific problems discussed by the committee have included: Lack of public transportation, admission costs (testing and medical examination, curriculum flexibility, services for the physically handicapped, athletic recruitment, need for in-service training regarding minority students, extension of recruitment program into more junior and senior high schools, need for recruitment brochure, need for more immediate supervision of tutorial program, cooperation between community groups and the college, off-campus classes, cultural activities aimed at minority populations, need for more complete racial and financial information and applications for funding of special programs.

   The action taken on many of the above items by administration or through faculty, student and/or individual committee member effort has formed the basis for a large part of the American River College affirmative action program reported under Section B.

2. American River College currently has 26 active lay advisory committees for two-year degree and certificate programs. Eleven of these committees include minority members:

LAY ADVISORY COMMITTEES - AMERICAN RIVER COLLEGE

	Black	Mexican American	Oriental American	
Agribusiness			1	
Auto Body		2		
Construction Management		1		
Drafting			1	
Food Service & Management	1			
Horticulture			2	
Inhalation Therapy			1	
Library Tech. Assistant	1			(New for 1970-71)
Medical Assistant			1	
Nursery School	1			
Retail Food Management			3	

3. Other Committees

Other campus-wide committees have, as a portion of their responsibilities, concern for problems relating to disadvantaged and minority students; these include: cultural evaluation and enrichment, curriculum, scholarship, student affairs and student personnel.

Cosumnes River College

The following college advisory committees are in operation and on each committee there is minority representation:

Several advisory committees are in operation; on each committee there is minority representation. A citizens advisory committee will assist the administrative staff in the resolution of problems facing the new college. Lay advisory committees are functioning in several vocational areas: agriculture science, automotive mechanics, business, and environmental design.

The advisory committee for disadvantaged students is in the process of formation.

Sacramento City College

1. College Advisory Committee

The college advisory committee, new for 1970-71, will work directly with the problems of minority and disadvantaged students. Membership on the committee will include three lay people from the community, six students, three deans, six faculty members and the president. This committee will serve as a source for acceptance and interpretation of the needs

and suggestions of the community as they relate to the total college program. A further concern of this committee will be consideration of problems involving long-range planning for the college.

2. Other Committees

Several other committees are directly involved in working with various aspects of the college program as it relates to disadvantaged and minority students: Convocations committee, student aids committee, petitions, student personnel services, hearing committee, educational program development committee, and curriculum evaluation committee.

District-Wide Committees

1. Presidents' Council

The college presidents, superintendent and assistant superintendent meet weekly to coordinate the total operation of the district. Administrators in charge of specific areas serve as resource persons to the committee whenever topics under discussion fall within their area of specialization.

2. Academic Council

Officers of the three college academic senates meet monthly with the superintendent to discuss topics relating to district-wide policies or procedures.

SUMMARY

The outline for An Affirmative Action Program for Ethnic Minorities includes three major sections:

Part I - Components and Present Status
Part II - Evaluation and Plans for Expansion of Affirmative Action Programs
Part III - Periodic Progress Reports

In the foregoing document the components of an affirmative action program status of the campuses and district in relation to current accomplishments has been reported. Subsequent reports will be made to the board of trustees on evaluation and plans for expansion of the affirmative action program (Part II), to be followed by periodic reports to keep the board informed of continuing efforts being made throughout the district to implement a sound affirmative action program for ethnic minorities (Part III).

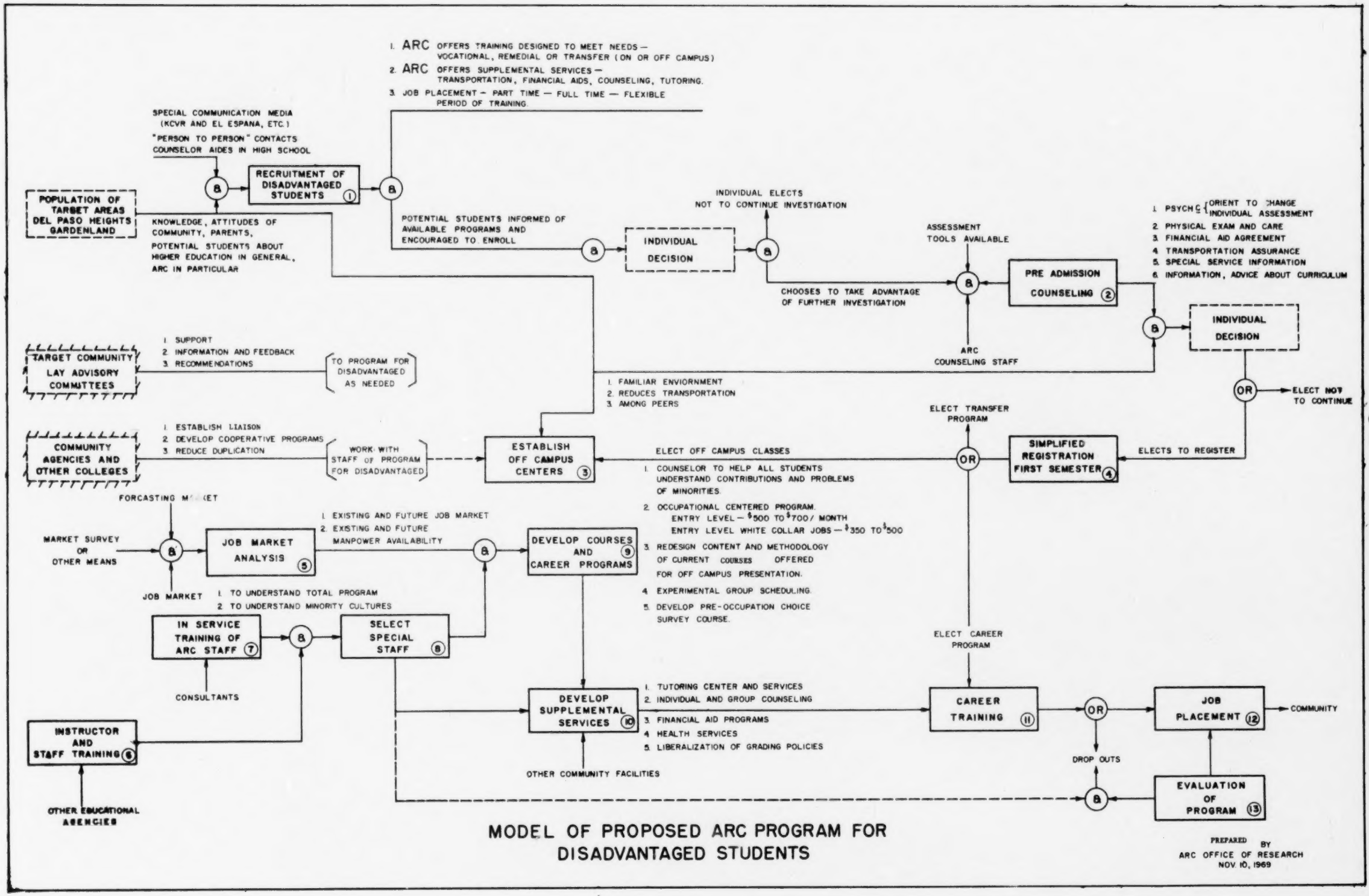
A P P E N D I X

CHART: Resources Available to Assist Disadvantaged Students - American River College

CHART: Organization of the College Awareness Program - Sacramento City College

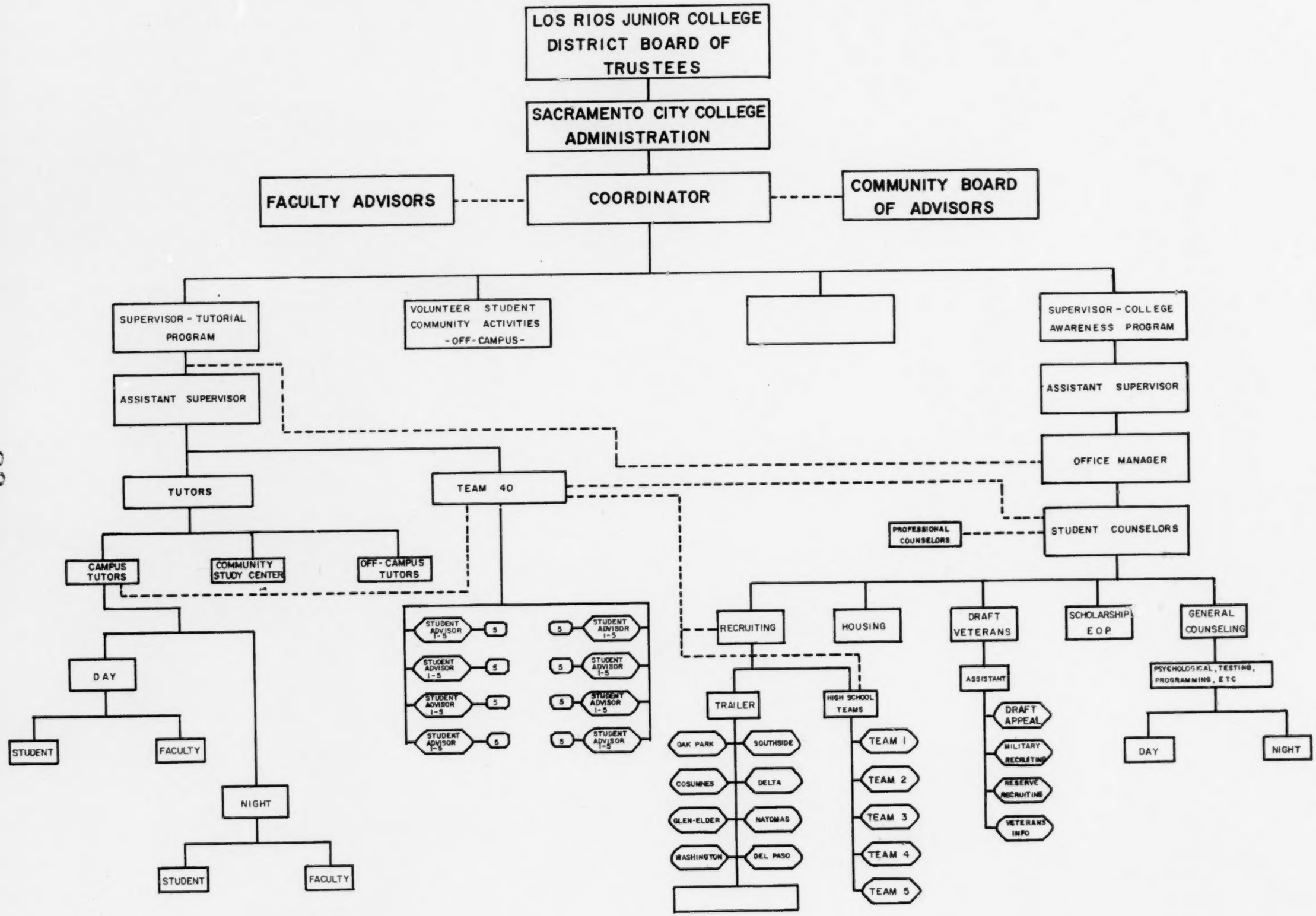
RECOMMENDATIONS: Affirmative Action Survey - Fair Employment Practices Commission

MODEL AREA - WIDE AGREEMENT - U. S. Department of Labor


1. ARC OFFERS TRAINING DESIGNED TO MEET NEEDS — VOCATIONAL, REMEDIAL OR TRANSFER (ON OR OFF CAMPUS)
2. ARC OFFERS SUPPLEMENTAL SERVICES — TRANSPORTATION, FINANCIAL AIDS, COUNSELING, TUTORING.
3. JOB PLACEMENT — PART TIME — FULL TIME — FLEXIBLE PERIOD OF TRAINING.
SPECIAL COMMUNICATION MEDIA (KCVR AND EL ESPANA, ETC.)
"PERSON TO PERSON" CONTACTS COUNSELOR AIDES IN HIGH SCHOOL
RECRUITMENT OF DISADVANTAGED STUDENTS (1)
POPULATION OF TARGET AREAS DEL PASO HEIGHTS GARDENLAND
KNOWLEDGE, ATTITUDES OF COMMUNITY, PARENTS, POTENTIAL STUDENTS ABOUT HIGHER EDUCATION IN GENERAL, ARC IN PARTICULAR
POTENTIAL STUDENTS INFORMED OF AVAILABLE PROGRAMS AND ENCOURAGED TO ENROLL
INDIVIDUAL ELECTS NOT TO CONTINUE INVESTIGATION
INDIVIDUAL DECISION
ASSESSMENT TOOLS AVAILABLE
CHOOSES TO TAKE ADVANTAGE OF FURTHER INVESTIGATION
PRE ADMISSION COUNSELING (2)
1. PSYCH'S {ORIENT TO CHANGE / INDIVIDUAL ASSESSMENT
2. PHYSICAL EXAM AND CARE
3. FINANCIAL AID AGREEMENT
4. TRANSPORTATION ASSURANCE
5. SPECIAL SERVICE INFORMATION
6. INFORMATION, ADVICE ABOUT CURRICULUM
ARC COUNSELING STAFF
INDIVIDUAL DECISION
OR
ELECT NOT TO CONTINUE
TARGET COMMUNITY LAY ADVISORY COMMITTEES
1. SUPPORT
2. INFORMATION AND FEEDBACK
3. RECOMMENDATIONS
TO PROGRAM FOR DISADVANTAGED AS NEEDED
1. FAMILIAR ENVIORNMENT
2. REDUCES TRANSPORTATION
3. AMONG PEERS
ELECT TRANSFER PROGRAM
COMMUNITY AGENCIES AND OTHER COLLEGES
1. ESTABLISH LIAISON
2. DEVELOP COOPERATIVE PROGRAMS
3. REDUCE DUPLICATION
WORK WITH STAFF OF PROGRAM FOR DISADVANTAGED
ESTABLISH OFF CAMPUS CENTERS (3)
ELECT OFF CAMPUS CLASSES
OR
SIMPLIFIED REGISTRATION FIRST SEMESTER (4)
ELECTS TO REGISTER
1. COUNSELOR TO HELP ALL STUDENTS UNDERSTAND CONTRIBUTIONS AND PROBLEMS OF MINORITIES.
2. OCCUPATIONAL CENTERED PROGRAM.
ENTRY LEVEL — $500 TO $700 / MONTH
ENTRY LEVEL WHITE COLLAR JOBS — $350 TO $500
3. REDESIGN CONTENT AND METHODOLOGY OF CURRENT COURSES OFFERED FOR OFF CAMPUS PRESENTATION.
4. EXPERIMENTAL GROUP SCHEDULING.
5. DEVELOP PRE-OCCUPATION CHOICE SURVEY COURSE.
FORCASTING MARKET
MARKET SURVEY OR OTHER MEANS
JOB MARKET ANALYSIS (5)
1. EXISTING AND FUTURE JOB MARKET
2. EXISTING AND FUTURE MANPOWER AVAILABILITY
DEVELOP COURSES AND CAREER PROGRAMS (9)
JOB MARKET
1. TO UNDERSTAND TOTAL PROGRAM
2. TO UNDERSTAND MINORITY CULTURES
IN SERVICE TRAINING OF ARC STAFF (7)
CONSULTANTS
SELECT SPECIAL STAFF (8)
ELECT CAREER PROGRAM
1. TUTORING CENTER AND SERVICES
2. INDIVIDUAL AND GROUP COUNSELING
3. FINANCIAL AID PROGRAMS
4. HEALTH SERVICES
5. LIBERALIZATION OF GRADING POLICIES
DEVELOP SUPPLEMENTAL SERVICES (10)
OTHER COMMUNITY FACILITIES
CAREER TRAINING (11)
OR
JOB PLACEMENT (12)
COMMUNITY
DROP OUTS
EVALUATION OF PROGRAM (13)
INSTRUCTOR AND STAFF TRAINING (6)
OTHER EDUCATIONAL AGENCIES

MODEL OF PROPOSED ARC PROGRAM FOR DISADVANTAGED STUDENTS

PREPARED BY
ARC OFFICE OF RESEARCH
NOV. 10, 1969


LOS RIOS JUNIOR COLLEGE DISTRICT BOARD OF TRUSTEES
SACRAMENTO CITY COLLEGE ADMINISTRATION
FACULTY ADVISORS
COORDINATOR
COMMUNITY BOARD OF ADVISORS
SUPERVISOR - TUTORIAL PROGRAM
VOLUNTEER STUDENT COMMUNITY ACTIVITIES -OFF-CAMPUS-
SUPERVISOR - COLLEGE AWARENESS PROGRAM
ASSISTANT SUPERVISOR
ASSISTANT SUPERVISOR
OFFICE MANAGER
TUTORS
TEAM 40
PROFESSIONAL COUNSELORS
STUDENT COUNSELORS
CAMPUS TUTORS
COMMUNITY STUDY CENTER
OFF-CAMPUS TUTORS
STUDENT ADVISOR 1-5
5
RECRUITING
HOUSING
DRAFT VETERANS
SCHOLARSHIP EOP
GENERAL COUNSELING
DAY
STUDENT
FACULTY
NIGHT
TRAILER
HIGH SCHOOL TEAMS
ASSISTANT
PSYCHOLOGICAL, TESTING, PROGRAMMING, ETC
DRAFT APPEAL
MILITARY RECRUITING
RESERVE RECRUITING
VETERANS INFO
DAY
NIGHT
OAK PARK
SOUTHSIDE
COSUMNES
DELTA
GLEN-ELDER
NATOMAS
WASHINGTON
DEL PASO
TEAM 1
TEAM 2
TEAM 3
TEAM 4
TEAM 5

RECOMMENDATIONS FROM AFFIRMATIVE ACTION SURVEY*

In view of the present atmosphere existing within the Los Rios Community College District, and the under-utilization of minorities throughout the district, the need to take immediate affirmative steps in apparent. It appears the district has taken initial steps to deal with the most serious problem, but efforts in this area must not be minimized. To alter a negative image being developed by adverse publicity over the last several months, the district must take the necessary steps to implement and insure an effective affirmative program. Therefore, in light of these considerations, the following recommendations are submitted:

(1) The chairman of the Board of Trustees and/or the district superintendent should continue to regularly issue a forth-right non-discrimination policy statement with regards to hiring, promotion, demotion, training, and conditions of employment. Compliance with this policy must be required of all employees. Any internal publications should publish this statement of non-discrimination at least once a year. One of the most important aspects of this recommendation is to insure that all employees received this statement and that they fully understand their obligations within the framework of this district policy.

(2) An equal opportunity coordinator, or equal employment officer, should be designated for the purpose of developing and administering an active affirmative action program. This individual should report directly to the superintendent or director of personnel and should be given the authority to insure implementation and compliance with the program.

Such a person should have knowledge and employment background in the minority community, in social action programs, civil rights organizations and activities, as well as knowledge relating to personnel methods and practices. Duties could include participation in community activities, minority recruitment, and housing assistance for new employees.

(3) Recruitment procedures must be developed to insure a constant flow of minority applicants. The process should be flexible and de-centralized, and the individual colleges should take a more active role. If the "community college" concept is to prevail, then more community involvement is necessary.

Minority community organizations should continue to receive announcements of job opportunities. Student organizations on the individual campuses should also receive job announcements, since their contact within the minority communities may be more direct than other available sources.

*Affirmative Action presented by David Barclay, Supervising Consultant, FEPC

A major source for new applicants is referral by present employees; therefore, minority employees in the district should be encouraged to refer their friends when opportunities become available.

Employment advertisements should be inserted in publications with wide minority circulation. The phrase "An Equal Opportunity Employer" should be included in all advertisements.

A revision in the present application form should be made to include an inquiry regarding an applicant's past experience working with culturally, socially, and economically disadvantaged groups.

An "affirmative action file" should be established wherein applications from minority group members are placed in a separate file. When positions become available, a review of this file should be conducted to determine if qualified applicants are available. The use of this file should not require the exclusion from consideration of other applicants, but should be utilized only as one of several recruitment procedures.

(4) A review of present job specifications for classified personnel should be conducted to insure that requirements are relevant and related directly to the actual job demands.

(5) Regular in-service training classes should be developed to sensitize employees, at all levels, in the area of human relations and communications as they relate to the minority communities. This type of training should be provided on a continuing basis, and not limited to one or two presentations. Attendance should be mandatory.

Regular in-service training classes should be developed for all employment interviewers to review the techniques of interviewing and this process as it relates to minority applicants. The district should take steps to insure that individual biases do not play a role during the selection process.

It should be noted that prior to the release of this report, the district had requested the FEPC to assist them in the development of a training program. Several meetings with administrators throughout the district have been held, and it appears progress is being made in this area.

(6) All application forms should request information regarding an applicant's "conviction" record only, without asking for data on "arrests."

(7) Specific goals and timetables should be established to increase the utilization of minorities and correct identifiable deficiencies. They should be constantly revised until a fully integrated staff, at all levels, is a reality.

(8) The district should develop an administrative training program where all employees have an opportunity to gain the necessary skills to function in these positions. Due to the increasing need for administrators throughout the state, it would appear the district could profit by instituting their own program in this area.

(9) A review of qualifications and abilities of present minority employees should be conducted to determine the possibility of upgrading the lateral movement into other job classifications that would be commensurate with the employees' abilities.

(10) In view of the district's expansion plans, a comprehensive contract compliance program should be developed to insure the utilization of minorities in future construction projects.

(11) An annual report should be submitted to the California FEPC. This report should include a current ethnic survey, as well as an analysis of procedures attempted to institute the aforementioned recommendations. The success of any program depends largely on the ability to accurately evaluate its progress; therefore, a periodic analysis is essential.

MODEL AREA - WIDE AGREEMENT

Prepared by U. S. Department of Labor

1. Statement of Purpose

The purpose of this Agreement is to increase minority employment and consequent union membership in the construction industry in this area. Unions, contractors, Building Trades Council, General and Specialty Contractors Associations, participating community officials and other parties representing and concerned with the minority community pledge themselves to achieving this objective.

2. Participants

The participants in this program shall be the Building Trades Council, the General Contractors Association, the Specialty Contractors Association and other parties concerned with increasing minority employment in the construction trades. The other parties may include minority civic organizations, minority training and recruiting organizations, and public officials of state or local governments.

3. Goals

The plan should include specific numerical or percentage goals for new minority employment in the construction industry in the area for the coming year, and estimates of increases in future years. Specific increase goals should be established equitably among the trades, taking into account the wishes of minority persons seeking employment and the history and level of minority participation in the particular trades. Numbers to be agreed upon as overall goals shall be based on such factors as anticipated increases in the labor force, comparison with existing levels of apprenticeship programs, anticipated industry needs or other factors considered relevant by the parties.

4. Scope

This agreement covers all construction work performed by contractors who are members of the participating Associations, and is not limited to Federal or Federally-assisted construction, and all work of any other contractors who may sign this Agreement.

5. Implementation

Development of the program and its policies should be undertaken jointly by labor and management with suitable participation and involvement of other parties to this Agreement. The Agreement should provide for an impartial chairman to resolve disputes in its administration. In the administration of the plan, it is recognized that because recruitment, counseling, classification

of applicants' assignment to the trades and follow-up on the operation of the program is of special concern to the minority community that community should be extensively involved in these phases of the program. Administration may require a full-time staff person or such other regular arrangements as the parties can work out. Staff persons should be sensitive to the problems of the minority community and knowledgeable in the construction trades.

6. Elements in the Program

a. Recruitment and counseling. An extensive recruiting and counseling program shall be undertaken in the minority community, publicizing and advising the members of that community of the opportunities available under this program.

b. Classification of minority applicants. Minority applicants shall be classified on the basis of their experience as follows:

(1) Journeymen. Persons who (1) are licensed by public authority in a trade, (2) have in fact functioned as a journeyman, (3) have performed at a level of skill equivalent to that of a journeyman, (4) have completed the Advanced Trainee Program under this agreement, (5) otherwise qualified. Journeymen shall be advised of their classification in writing. When covered by a labor contract they shall be paid the journeyman rate as established by collective bargaining and admitted to full union membership in accordance with established practice for non-minority employees.

(2) Apprentices. Minority persons who have equivalent experience or meet existing valid qualifications and so desire shall be eligible for admission to the relevant apprenticeship program on the same basis as others.

(3) Advanced trainee. Persons not qualified as journeymen who have some related training, construction experience of its equivalent but do not meet the requirements of or seek admission as apprentices shall be eligible for placement in job-related training programs which seek to assist them in becoming journeymen within a reasonable period. They shall be paid at appropriate apprenticeship rate levels and may be advanced to journeyman more rapidly than established apprenticeship time sequences if they reach higher proficiency levels more rapidly.

(4) Trainees. Persons not qualified as journeymen or advanced trainees or apprentices, or who do not wish to be apprentices shall be eligible for employment and placed in job related training programs which seek to permit them to become advanced trainees within a year. Trainees shall be paid at a rate equivalent to that paid apprentices of

comparable levels of proficiency and may be made advanced trainees within a year if they reach that level of proficiency.

c. Fulfillment of Goals. Employment of minority persons as apprentices, advanced trainees and trainees shall be counted toward fulfillment of the goals set forth in paragraph 3.

d. Training Programs. Training programs for trainees and advanced trainees shall be established which shall provide, as nearly as may be practical, the education equivalent in quality and content to the training programs afforded apprentices.

e. Probationary Periods. Trainees or advanced trainees who, at the end of the year are not performing adequately for advancement may be allowed an additional six-month period in each category to develop additional skill and experience.

f. Assignment to Trades. The administrator or other officials of the program will assign a minority group person to a designated trade after examination of background information and consultation with him and in accordance with the basic goals established in this agreement.

7. Existing programs. Existing outreach, pre-apprenticeship programs shall continue.

8. Financing. Costs of administration of the program shall be worked out among the parties to the agreement. Federal funds may be sought for training programs and other purposes.

9. Subcontractors of contractors party to this agreement shall be bound by this agreement.

10. Provisions of collective bargaining agreements or practices under collective bargaining shall be harmonized with this agreement as far as practical.

11. Records and reports of the operation of the program shall be kept by the administrator on forms available from the Department of Labor. These reports and records will be available as a basis for evaluation of the program by private parties and Federal, state and local government agencies.

12. Grievance Procedure. A grievance procedure shall be established to resolve disputes concerning the interpretation or application of this agreement, any question arising thereunder, or any other question concerning the operation of this program. The first step shall be consultation and discussion by affected parties. If the dispute is not resolved, it may be submitted to the Committee for recommendation or for final and binding decision, as the parties decide, or the matter may be referred to a neutral arbitrator for for a binding decision if the parties so choose. There shall be

no strike, work stoppage, picketing, lockout or other interference with construction activity during the term of this agreement with respect to any matter which is the subject of the procedures established in this section.

13. Review, Modification and Duration. This agreement shall last for one year or such longer period as the parties may agree, and shall be automatically renewed from year to year unless written notice of intention to terminate or modify the agreement is given to all parties not more than 90 nor less than 60 days prior to the annual renewal date hereof. Ninety days prior to the end of the first, and each succeeding year of this agreement, the parties shall review its effectiveness and the adequacy of the goals set forth herein.

14. Compliance with Executive Order. Participation in the program set forth in this agreement and good-faith performance by all parties thereunder, shall during the first year of the program, be evidence of general compliance with E.O. 11246 with respect to the employment opportunity. This agreement or participation hereunder shall have no effect on the obligations of E.O. 11246 or any Federal or state statute, ordinance or regulation, with respect to specific acts or incidents which may violate the provisions of the Order or applicable law.

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